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ABSTRACT

The State Department of Education of Hawaii conducted a guidance study which attempts to help the individual student achieve success personally, socially, and also academically by planning for his education and career. The total development of all students is considered. Due to common growth patterns of children, the program was divided into three subprograms: (1) Pre-Adolescence, (2) Adolescence, and (3) General Support Services. The subprograms also consist of instructional, counseling, and general support program elements. The problems which occurred are listed along with priority recommendations. (Author/MC)

ED036810

VOLUME III

ANALYTIC DOCUMENT

GUIDANCE

DEPARTMENT OF EDUCATION · STATE OF HAWAII · JANUARY 1970

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Governor, State of Hawaii

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THE GUIDANCE PROGRAM

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THE GUIDANCE PROGRAM

Premise

Guidance, fundamentally, is a program of specialized help designed to enable the individual to achieve full development of all his potentialities. Its uniqueness in the school curriculum is drawn from at least two conditions which prevent the individual from realizing his full development. Both conditions are rooted in our society and in the educational system itself.

The first condition is the multitude of problems encountered by the individual by living in a democratic society. Such problems are created mainly by the disharmony between the desires and expectations of the individual on the one hand, and, on the other, the demands and expectations of his society, notably those of the home, the school, the community. While the specific causes of such problems are many and some doubtlessly originiate directly in the classroom, the results are essentially the same: the individual is unable to achieve full development of all his potentialities with reasonable smoothness. He is typically beset by confusions in his choice of career and moral conduct, with problems of poor academic achievement, weak incentive for study, inappropriate educational goals, and even personal and social maladjustment. These problems are those which are faced to some degree by all individuals as they move toward maturity.

A second condition, which is related to the first and which can be identified more closely with the educational system, is that the confusions and problems of the individual with his environments cannot be effectively mediated by the classroom teacher. The teacher, however well intentioned she may be, can no longer undertake a task which now requires not only specialized training in but ample time to execute program related to vocational decisions, counseling individuals, intensive self-examination, interpretation of test results, and liaison services with community agencies. The teacher typically does not possess the full range of technical competencies and does not remain with the pupil for a period of time extending over several years to perform the mediating task meaningfully. Further, the teacher is prevented from undertaking this task fully by the monumental demands made on her teaching duties each day in an already heavy teaching day. The help needed by youth to cope with their confusions and problems will never be met fully by the classroom teacher.

Confronted then by those two conditions as well as the necessity to furnish help to the individual to better understand himself, his environments, and to effect a reasonable harmony between the two, the school system has been led to inaugurate a program of specialized help--the Guidance Program.

Goal

Guidance seeks to help the individual to:

A. Achieve personal success -- a sense of physical, emotional, and social well-being.

B. Achieve academic success and success in educational and career planning.

Objective

By providing the individual with guidance information and instruction, and counseling services the following attainments are sought for each student:

A. An understanding of and the ability to resolve physical-mental health-social and educational-career developmental problems and needs encountered in growing up.

B. An awareness of individual potentials and limitations, and development of necessary motivation and techniques to achieve academically according to expectations.

C. Knowledge and understanding of educational and occupational requirements, and an appreciation of the dignity of occupations.

D. Ability to select an appropriate course of study and make realistic career plans.

Measures of Effectiveness

The extent to which the objectives are attained shall be determined and the success of the program measured by:

A. Specific type of pupil behavior such as ratings of character traits, rates of absenteeism, discrepancies between potential and achievement in academic skills indicated by test scores, and realistic selection of course of study.

B. Check lists and questionnaires to determine student assessment of their potentials and achievement, knowledge of educational occupational opportunities and requirements and attitudes toward occupations.

It is expected that outcomes reported in terms of changes in specific pupil behavior, attitudes, and understandings for each program element will improve incrementally.

Program Description

Guidance, in brief, is a program designed to help the individual student achieve success personally and socially, as well as to achieve success academically and in planning for his education and career. It is committed to the full and total development of all students.

To develop the total individual, the Guidance Program provides information and instruction to all students concerning their physical-mental health-social development and their educational-career development. This information and instruction is further assisted by counseling services for all students and supportive in school and community resources. Thus, through a program of instruction and counseling services all students are helped to integrate the intellectual, emotional, physical, and social aspects of their personality, to adjust to one another, to adults, and to the environment, to achieve academically, plan adequately for the future, and carry out formulated plans.

The Guidance Program recognizes that children have common growth patterns. However, there are individual difference in growth rates, interests, needs, and problems. Yet, there is a marked degree of commonality in children's growth and in these areas. Thus, these commonalities in children's growth and development along with the individual uniqueness and differences may be identified as Pre-Adolescence and Adolescence, together with General Support Services, constitute the sub-programs of guidance.

Structure

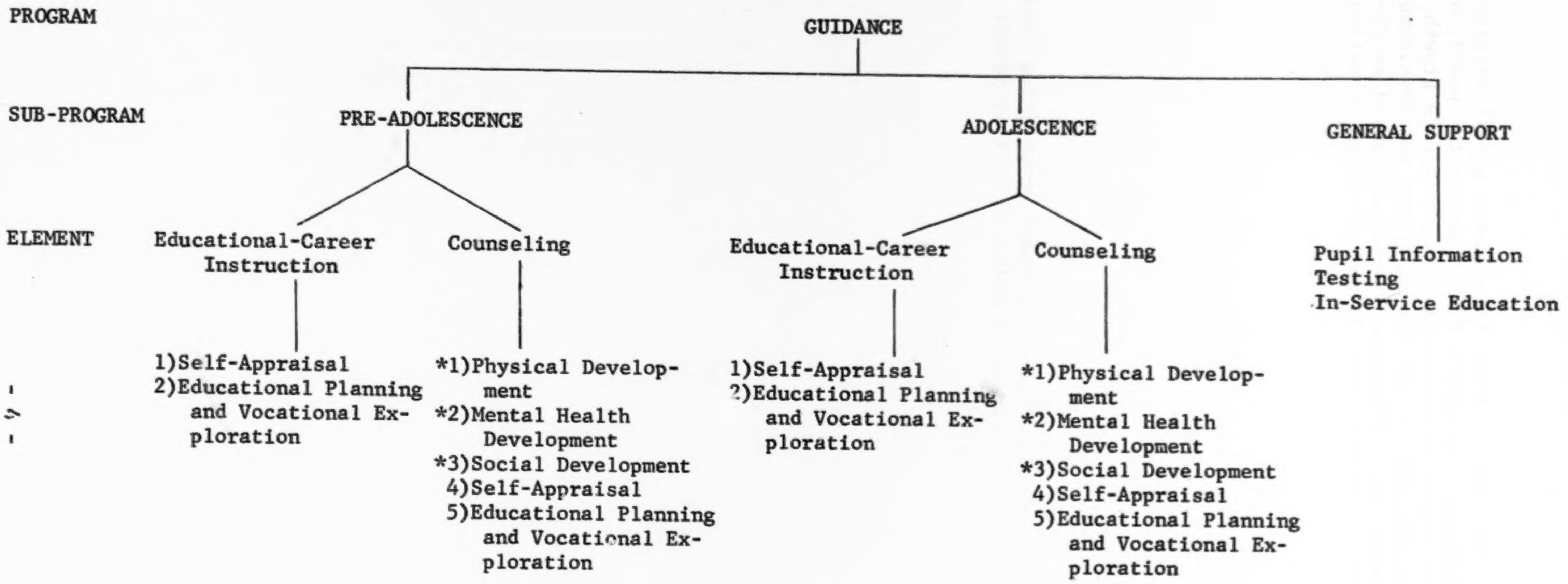
The program then consists of three sub-programs:

A. Pre-Adolescence

B. Adolescence

C. General Support Services

The sub-programs, in addition, consist of instructional, counseling, and general support program elements all of which are illustrated in this manner:


PROGRAM
SUB-PROGRAM
ELEMENT
GUIDANCE
PRE-ADOLESCENCE
ADOLESCENCE
GENERAL SUPPORT
Educational-Career Instruction
Counseling
1)Self-Appraisal
2)Educational Planning and Vocational Exploration
*1)Physical Development
*2)Mental Health Development
*3)Social Development
4)Self-Appraisal
5)Educational Planning and Vocational Exploration
Educational-Career Instruction
Counseling
1)Self-Appraisal
2)Educational Planning and Vocational Exploration
*1)Physical Development
*2)Mental Health Development
*3)Social Development
4)Self-Appraisal
5)Educational Planning and Vocational Exploration
Pupil Information
Testing
In-Service Education

*Physical-Mental Health-Social Development Instruction is conducted as part of the Health Program; however, Counseling (individual and group) is provided by the Guidance Program in support of this instruction.

DESCRIPTION OF THE PRE-ADOLESCENCE SUB-PROGRAM

I. Growth Periods

The pre-adolescent period, from age five to twelve, is characterized by three major movements: (1) a social movement of the child out of the home and into the peer group, (2) a physical movement into the world of games and work, and (3) an intellectual movement into the world of higher level abstractions, concepts, logic, and communication.

II. Critical Periods in Growth and Development

Within the growth periods and needs which have been identified above, there are critical but common periods in the growth span of the pre-adolescent which signal moments of individual developmental readiness for which information and counseling are needed:

The critical periods in Physical-Mental Health-Social Development are:

Ages 5-6: Movement from the family circle into the world of school and peer groups.
Ages 8-9: Transition from early childhood to middle childhood period.
Ages 9-10: Differentiation in behavior of boys and girls.
Ages 11-12: Transition from middle childhood to adolescence.
Ages 5-11: Development of inner moral control, respect for rules of behavior, and a scale of values.

The critical periods in Educational-Career Development are:

Ages 6-7: Evaluation of the pupil's abilities and aptitudes for purposes of maximizing instruction.
Ages 11-12: Planning for intermediate school.

III. Nature of Vocational Development

The adolescent developmental task of selecting and preparing for an occupation incorporates several theories and concepts developed recently, which provide the bases for a program of educational-vocational guidance:

1. Vocational development is a life long process of many choice-points, and not a spontaneous, one-time decision, process.

2. The process of choosing is as important as the vocational choice itself.

3. Vocational choice is influenced by an individual's psychological characteristics (ability, aptitudes, interests, personality, self-concept, and motivation), physical characteristics, experiences, family-socio-economic background and environment, and the maturation process.

4. Vocational choice is essentially a process of developing and implementing an individual's personality.

5. Individual differences are necessary and desirable; individual's have multi-potentials for success and satisfaction in a number of occupations.

6. Each individual has a place in the vocational structure of the Nation.

IV. Content

Within the growth periods described above, individual differences among pre-adolescents in ability, aptitudes, achievement, interests, personality, motivation, and maturation indicate that they vary in their rate of achieving the desired objective.

The growth needs of pre-adolescents, as they grow towards physical and emotional maturity, can be referred to as "developmental tasks," or needs which are common to all people and which result from living in our society. They make up the content of the program.

The developmental tasks for pre-adolescents in the area of Physical-Mental Health Social-Development are:[1]

1. Learning physical skills necessary for games and physical activities.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine role.
5. Developing concepts necessary for civic and social every day living.
6. Developing conscience, morality, and a scale of values.
7. Achieving personal independence.
8. Developing democratic attitudes toward social groups and institutions.

The Developmental tasks for pre-adolescents in the area of Educational-Career Development are:[2]

1. Learning physical skills necessary for ordinary games and work.
2. Developing fundamental skills in reading, writing, and calculating.
3. Developing attitudes toward social groups and institutions.

V. Resources

A. Information and instruction for the guidance learnings will be provided in a classroom setting by assigned teachers with proper qualifications.

B. The instructional program will be supported by counselors who will provide individual and group counseling services to all students and other supportive services such as pupil assessment, identification of special needs and problems, referral for special assistance and placement, and liaison with agencies.

C. Special help through referrals is provided to target groups of selected students with special needs and problems, extending beyond those common needs and problems shared by all students, in the form of special assessment, remedial or tutorial assistance, clinical/therapeutic help, special placement, and the like.

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[1] Robert J. Havighurst, Developmental Tasks and Education, 2nd Edition, New York: David McKay Co., Inc., 1952, pp 15-28.

[2] Ibid, pp 15-28.

D. Instructional resources used include tests, inventories, and check lists, printed materials with limited dependency upon standard texts, audio-visual services, ETV, speakers from the community, and the like.

VI. Organizational Arrangements

The program consists of an instructional program of guidance learnings provided by the classroom teacher and supported by individual and group counseling services provided by school counselors and other pupil personnel services within the school such as health, pupil accounting, and pupil records, and outside of the school such as private practitioners and agency personnel.

VII. Check-Points for Evaluating Individual Progress

Each student is evaluated continually but informally, to determine his progress toward meeting the objectives of the program. In pre-adolescence, each student is evaluated formally at the end of each academic year. Each student is evaluated by the counselor, with the cooperation of his teachers through review of data on the student, interviews, observations, questionnaires, check-lists, and tests, the purpose being to determine whether the student is achieving and developing according to expectancy, in terms of his physical-mental health-emotional development and his educational and career plans.

EDUCATIONAL-CAREER INSTRUCTION PROGRAM ELEMENT

I. Description of the Element

Educational-Career Instructional Element aims to provide the individual with knowledge about his abilities and personal qualities, help him relate his achievements to his potentials, develop insights into choosing wisely his course of study for a higher level of education, and in making tentative judgments about his life work. It is a program of instruction for all students.

It consists of instruction and activities such as administering and interpreting interest and aptitude tests, and relating the information to academic and occupational requirements and to the pupil's capacities and limitations. It consists also of assisting pupils to develop attitudes of respect and appreciation for the various types of work useful to society and informing the pupil of occupational and educational opportunities and trends--the kinds of information and skills each occupation can be expected, and the kinds of training and experience that the beginning worker should possess. Finally, it consists of helping the pupil to make and excute long-range plans for his schooling.

The Educational-Career Instruction Element consists of two content areas: 1) Self-Appraisal and 2) Educational Planning and Vocational Exploration.

Each content area, in turn, has the following: (1) a body of required learnings, (2) an organizational structure or pattern in which to carry it out, (3) instructional approaches and techniques, (4) material and personnel, and (5) physical facilities.

In a program of self-appraisal at the pre-adolescent level, the student is to be provided with comprehensive personal data about his abilities, achievement, interests, family-socio-economic factors, health, and personality. This information is shared with students and interpreted by the teachers in the classroom and with individual interpretation as needed by the counselor. The personal data is maintained in the cumulative records.

A necessary ingredient for educational-career planning is an understanding of one's limitations and potentials. To insure that every student acquire such knowledge, a program of information and instruction is provided by the teacher. Information shared include comprehensive personal data about abilities, achievement, interests, family-socio-economic factors, health, and personality. This data is maintained in the cumulative records. Individual interpretation is provided as needed by the counselor.

Instruction is given to pupils in planning, preparing, and carrying through an appropriate educational program. The emphasis is on knowing one's potentials and relating the knowledge to present and expected levels of achievement and attainment. This information is also related to educational planning for intermediate and high school. The importance and relationships of school subjects to future education and the world of work are explored. The importance of continued education is emphasized and related to an individual's future personal, social, and economic status. The main focus is on developing positive attitudes towards future education--making full use of one's potentials, thinking and planning ahead towards a higher level of aspiration.

Instruction is given to students in exploring, planning, and adjusting to the world of work. Since pre-adolescents have begun forming attitudes and opinions concerning occupations and imagine themselves in different occupations, accurate and unbiased information should be provided to make the student aware of the dignity of a wide variety of work ranging from the occupations of his parents to those in the nation and the world. The student is helped to understand that occupations need to be appreciated for their social as well as economic contributions to society. An effort is made to relate his needs to what he is doing in school and to the world of work.

Educational planning and vocational exploration are interwoven with and dependent upon the self-appraisal process.

The elementary school curriculum should incorporate concepts, content, and activities relating to self-appraisal, educational planning and vocational exploration. These guidance learnings should be clearly identified to insure that they are taught.

The instructional approaches in guidance instruction incorporates a variety of techniques, including formal instruction, field trips, group conferences, role-playing, displays, audio-visual procedures, educational-career games, discussions and debates, etc. There is very little dependency upon the use of formal texts and workbooks.

The information, materials, and resources such as tests and personality data, family and community information, community human resources, field trips, and community surveys are the primary instructional resources used. Since each teacher will be incorporating these guidance learnings as part of each subject area, there will be need for pre-service and in-service training, and should include the instructional techniques described, as well as content knowledge.

Objective

The objective of the Educational-Career Instruction Program, Pre-Adolescence, is to help the student increasingly attain the following upon completion of the program.

A. Know his potentials and limitations and develop motivation to achieve academically according to expectancy.

B. Understand the significance of school subjects to future employment, develop recognition of the importance of continued education to one's future.

C. Develop positive attitude toward the dignity of different occupations.

The attainments sought are:

A. To decrease the percentage of students showing discrepancies between potential and achievement in mathematics, reading, and writing. The percentage of students showing discrepancies between potential and achievement in these areas will be determined. Tentatively, a 2% reduction in the number of students with discrepancies in these subject areas is projected for 1972-73.

B. To increase the percentage of students showing an accurate perception of their potentials. The percentage of students showing an accurate perception of their potentials will be determined. Tentatively, a 2% improvement in accuracy of perception is projected for 1972-73.

C. To increase the percentage of students planning further education beyond high school. The percentage of students indicating such plans will be ascertained. Tentatively, a 2% gain in the number of students planning further education is projected for 1972-73.

D. To increase the percentage of students demonstrating positive attitudes toward representative occupations. The percentage of students with positive attitudes will be determined. Tentatively, a 2% gain is projected for 1972-73.

Since output data have not been established for any of the above measurement areas, the 1971-72 data will be used to establish a base for implementation.

III. Description of Evaluative Devices

Because there are several objectives to be met in both the self-appraisal and educational planning and vocational exploration content areas of this program element, Educational-Career Development Instruction, multi-evaluation devices will need to be employed. There are no suitable published instruments for evaluation which have been developed which could be used singly or collectively to measure the stated objectives. Therefore, evaluation in this area will be dependent upon locally developed instruments.

In the area of self-appraisal, program effectiveness will be assessed, on a statewide sampling basis, by:

A. Comparing the results of the School and College Ability Test (SCAT) with the Sequential Test of Educational Progress (STEP) in mathematics, reading, and writing for individual students to determine the discrepancies between potential and achievement.

B. Having the student identify his present level of development in verbal and quantitative abilities on a locally developed check list. The accuracy of the student's judgment will be measured against individual student standardized test information and teacher/counselor judgment.

In the area of educational planning and vocational exploration, program effectiveness will be determined by using an extension of the above check list, on a statewide sampling basis, with students being asked to:

A. Project their plans after high school to determine the percentage of students planning further education.

B. React to representative occupations, which will be described, to determine the student's negative or positive attitude toward the dignity and worth of each occupation.

Description of the On-Going Program

Self-appraisal in the elementary grades is primarily confined to interpretation of standardized test results to groups of pupils by teachers and to individual pupils by the counselor upon pupil request or teacher referral. Depending upon the organizational pattern for instruction in each school, there are three common procedures used: (1) through the teacher in the self-contained classroom, (2) through the homeroom teacher, particularly in schools with departmentalized instruction or cooperative teaching, and (3) through subject teachers, e.g., arithmetic teacher interprets mathematics test scores, language arts teacher interprets reading test scores, etc. The sharing of test information normally is timed to coincide with the return of processed test results from the State Testing Program. Most schools, as part of regularly scheduled parent conferences, provide parents with an appraisal of the child including personal characteristics, progress, and development as well as test results.

Educational planning instruction at the elementary level is usually confined to and conducted towards the end of the elementary years, prior to registration for the intermediate grades. Information is generally provided to pupils in the classroom about course offerings and activities for the next level of schooling.

Vocational exploration is confined to and carried on through integration into designated areas or units of instruction in the social studies program. There are opportunities for information, exploratory activities, field trips, and the like in areas such as occupations, economics, labor and social relations relating to the home, school, local community, national and world environments.

V. Assessment of the On-Going Program

A. Adequacies

1. The Elementary Social Studies Program Guide (K-6) emphasizes understandings, values, and skills relating to occupations, divisions of labor, production of goods and services, and the world of work in general, and provides a basic framework for vocational exploration.

2. In many schools, counselor prepared articulation activities between grade levels and between elementary and intermediate levels appear to be effective as revealed by the Department's study, Guidance and Counseling in Hawaii's Public Schools, Status Survey, Feb.-June 1966.

3. Some counselors have conducted effective group guidance lectures and discussions in the classroom based on specific units developed and have developed an effective program in cooperation with teachers, as revealed in this same study.

B. Inadequacies

1. There is no statewide program nor guidelines for an instructional program in educational-career development.

2. Teacher knowledge and skills in conducting educational-career development instruction are inadequate.

3. Pupil self-appraisal is irregularly and not completely conducted, and limited to interpretation of standardized test information.

4. Educational planning and vocational exploration areas are not clearly defined nor properly focused and emphasized to stress the importance of work, adequate planning, the relationship of school to work, and attitudes toward work.

5. Vocational exploration is presently confined to the social studies program with limited or no participation by other curriculum areas.

6. Resource materials are inadequate.

VI. Description of Problem

The basic problem is, collectively: (1) lack of statewide guidance program in educational-career development, (2) lack of a definitive statement of the program element's place in the elementary curriculum and how and where it shall be taught, (3) lack of curriculum resources, and (4) teacher inadequacy in carrying out the program.

To resolve this problem, alternatives will be proposed to formalize the program with adequate guidelines and resources, and a program to develop teacher competency.

VII. Alternatives for Program Improvement

A. Summary listing of possible alternatives considered

1. Alternative A: Integration with Subject Areas Plan and Development of Guidelines for Guidance Instruction
2. Alternative B: Formal Course Plan
3. Alternative C: Organized Activities Plan
4. Alternative D: Existing Program

B. The Analysis Performed

1. Alternative A: Integration with Subject Areas Plan and Development of Guidelines for Guidance Instruction

a. Description

An instructional program for educational-career development will be integrated with selected subject areas in the elementary curriculum. There are many opportunities for guidance instruction which can be taught within the framework of the present elementary curriculum in selected subject areas. However, lacking guidelines and resources, this is not done. Supplementary curriculum guides will be developed for educational-career development to be appended to selected subject area curriculum to insure a continuous and sequential program.

b. Implementation

(1) Supplementary curriculum guides to be developed in 1970-71.

(2) In-service training. Grade level chairman will be required to take a DOE supported and specially developed course in elementary guidance which will include principles of elementary guidance, counseling techniques, and implementation of the supplementary guidance curriculum guides. Grade level chairmen, in turn, will provide direction, instruction, and consultation to other teachers of her grade level in this area. After initial training of chairman, teachers will be urged to give priority to inclusion of this course in their incentive training program. This course requirement will be a future prerequisite for grade level chairmanship.

(a) Grades 4-6: grade level chairmen during summer 1971.
(b) Grades K-3: grade level chairmen during summer 1972.

(3) Instructional program to be effective:

(a) Grades 4-6 in 1971-72.
(b) Grades K-3 in 1972-73.

c. Advantages

(1) Guidance guidelines will be developed and assignment of responsibility made to selected curriculum areas for integration of guidance instruction.
(2) Least disruption of present scheduling practices.
(3) Teachers relate subject areas to guidance learnings to students' benefit.
(4) Teachers become aware of guidance responsibilities and participate in guidance activities.

d. Disadvantages

(1) Some teachers may not feel adequate in conducting guidance instruction and may not become involved in the program.
(2) Some teachers may resist guidance instruction as encroaching upon academic subject areas.

e. Costs

(1) Curriculum guides. Preparation of supplementary guides is estimated to be $2,000. Printing cost for 5,000 copies, the estimated number of elementary teachers who will use the guide, will be $3,000.
(2) The DOE will subsidize a required course in elementary guidance for all grade level chairman @ $48 per person.

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Honolulu	140	179					319
Central Oahu	65	90					155
Leeward Oahu	51	68					119
Windward Oahu	60	81					141
Hawaii	73	99					172
Maui	52	65					117
Kauai	25	35					60
Total Grade Level Chairman	466	617					1083

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Append Guide & Print	$5,000						$5,000
In-Service		$23,000	$30,000				53,000
Total Cost	$5,000	$23,000	$30,000				$58,000

2. Alternative B: Formal Course Plan

a. Description

The instructional program for educational-career development will be conducted as a required semester course during the third and sixth grades.

b. Implementation

(1) Development of educational-career development guide 1970-71
(2) In-service training of teachers in Summer 1971, selected to teach the course.

c. Advantages

(1) Required guidance learnings will be taught formally and systematically, insuring full coverage in grades concerned.
(2) Teachers will be selected and trained for program.
(3) Limiting program to critical points in pupils' development and to selected classes simplifies program management.

d. Disadvantages

(1) Not all teachers involved in guidance instruction and may feel that guidance is not their responsibility.
(2) Resistance toward adding another subject area in the total curriculum.
(3) Disruption of existing organizational pattern for instruction by addition of a separate content area.
(4) Full coverage of students not assured due to enrollment additions and attritions.

e. Costs

(1) Staffing. No additional teachers are required. A reallocation of teacher resources needed. Determination will need to be made on where there will be curriculum changes to accommodate additional courses.

(2) Curriculum guides. Development of guides is estimated to be $2,000. Printing cost for 1,000 copies is $600.

(3) In-service training. A program for training teachers will involve approximately 480 teachers. Two teachers per grade in the larger schools and one teacher per grade in small schools will participate. The number of workshops to be conducted: Oahu 6, Hawaii 2, Maui and Kauai 1 each. Workshops will be for 2 days each and 8 hours each day, using mainland consultants. The approximate cost for each workshop is $2,000, which includes:

Fixed costs:	
Clerical help	$ 50
Materials and supplies	100
Miscellaneous	190
Variable costs:	
Consultant fees (2) @ $200	400
Mainland travel (2) @ $400	800
Per diem (2) @ $60	120
Surface transportation (2) @$20	40
Final consultants report	300
Total	$2000

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Develop and Print Guide	$2,600						$ 2,600
In-Service		$20,000					20,000
Total cost	$2,600	$20,000					$22,600

3. Alternative C: Organized Activities Plan

a. Description

Information and instruction concerning educational-career development will be provided to all students through a series of special activities such as assemblies, speakers, audio-visual presentations, ETV, field trips, and counselor assisted presentations. These activities will be scheduled so that small and large groups or classes can participate, to be followed up with classroom discussions.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - EDUCATIONAL-CAREER INSTRUCTION - PRE-ADOLESCENCE - INTEGRATION WITH SUBJECT AREAS PLAN AND DEVELOPMENT OF GUIDELINES FOR GUIDANCE INSTRUCTION

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - INTEGRATION WITH SUBJECT AREAS PLAN AND DEVELOPMENT OF GUIDELINES FOR GUIDANCE INSTRUCTION									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.				23,000	30,000				53,000
Textbks & Man'l			5,000						5,000
Sub-Total			5,000	23,000	30,000				58,000
3. Operating - ON-GOING									
Sal. & Wages	315,871	380,567	405,789	411,141	431,826	452,685	473,647	493,328	2,668,416
Fringe Ben.	56,067	66,485	73,691	74,663	80,363	84,245	88,146	92,055	493,163
Supplies									
Equipment									
Texbooks									
Sub-Total	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579
TOTAL	371,938	447,052	484,480	508,804	542,189	536,930	561,793	585,383	3,219,579

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B" - EDUCATIONAL-CAREER INSTRUCTION - PRE-ADOLESCENCE - FORMAL COURSE PLAN

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - FORMAL COURSE PLAN									
1. Research & Dev.									
Research									
Planning									
Test & Eval. -Guide			2,000						2,000
Sub-Total			2,000						2,000
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.				20,000					20,000
Textbks & Man'l -Guide			600						600
Sub-Total			600	20,000					20,600
3. Operating - ON-GOING									
Sal. & Wages	315,871	380,567	405,789	411,141	431,826	452,685	473,647	493,328	2,668,416
Fringe Ben.	56,067	66,485	73,691	74,663	80,363	84,245	88,146	92,055	493,163
Supplies									
Equipment									
Textbooks									
Sub-Total	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579
TOTAL	371,938	447,052	482,080	505,804	512,189	536,930	561,793	585,383	3,184,179

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE C" - EDUCATIONAL-CAREER INSTRUCTION - PRE-ADOLESCENCE - ORGANIZED ACTIVITIES PLAN

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - ORGANIZED ACTIVITIES PLAN									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l				NO ADDITIONAL COSTS					
Sub-Total									
3. Operating - ON-GOING									
Sal. & Wages	315,871	380,567	405,789	411,141	431,826	452,685	473,647	493,328	2,668,416
Fringe Ben.	56,067	66,485	73,691	74,663	80,363	84,245	88,146	92,055	493,163
Supplies									
Equipment									
Textbooks									
Sub-Total	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579
TOTAL	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579

b. Advantages

(1) All teachers participate in guidance instruction and in planning, scheduling, and conducting of guidance activities, and thus become aware of students' needs and problems.
(2) Little disruption of present scheduling practices.
(3) Resources and activities can be scheduled flexibly to meet students' needs.
(4) Program can be expanded or limited according to students' needs.

c. Disadvantages

(1) Guidance function may be subordinated to administrative procedures, e.g., there may be other activities which need to be scheduled ahead of guidance. Under this plan, guidance is treated as an activity. Administrators, as commonly found at the secondary level, may tend to use this activity period to conduct other school activities besides guidance.
(2) No guarantee that all students will be exposed to a comprehensive guidance instructional program.
(3) Teachers may be inadequate in follow-up of guidance presentations.
(4) Usually the counselor is key person in such a plan, and may spend much of time arranging and scheduling activities at expense of counseling.

d. Costs

This is a non-add item and costs should not be charged to the Guidance Program. ETV broadcasts are developed and budgeted by the ETV Section. For example: a semester's (14 programs) mainland ETV guidance series would cost approximately $2,000, which would include $1,000 for guides. However, a locally produced series would cost substantially more, depending upon the number of programs produced. A rough estimate, including production, guides, and in-service teacher workshop costs would be $15,000 per series based on 12 programs. Films are budgeted for by the State Audio-Visual Section and purchased for loan to schools. In 1968-69 for elementary guidance, 56 prints of 14 titles were purchased, costing $6,560.80. Speakers are available without cost to schools, and field trips are arranged at the school level with students paying transportation costs.

4. Alternative D: Existing Program

a. Description

The existing program consists of irregularly conducted self-appraisal activities, primarily in interpreting standardized test results to groups of students by the counselor or teacher. Educational planning activities are usually confined to and conducted towards the end of the elementary years, prior to registration for the intermediate grades. Vocational exploration is confined to and carried on through integration into designated areas or units of instruction in the social studies program.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - EDUCATIONAL-CAREER INSTRUCTION - PRE-ADOLESCENCE - ON-GOING - EXISTING

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - ON-GOING EXISTING									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l									
Sub-Total									
3. Operating - ON-GOING									
Sal. & Wages	315,871	380,567	405,789	411,141	431,826	452,685	473,647	493,328	2,668,416
Fringe Ben.	56,067	66,485	73,691	74,663	80,363	84,245	88,146	92,055	493,163
Supplies									
Equipment									
Textbooks									
Sub-Total	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579
TOTAL	371,938	447,052	479,480	485,804	512,189	536,930	561,793	585,383	3,161,579

This alternative cannot be expected to yield the levels of outcomes projected for this program in the years ahead. At best, the results will remain stationary, i.e., at the level attained in the first year.

b. Advantages

Excepting for the social studies program where there are vocational exploration activities and the end of the year planning activities for student transition to intermediate years, there are no other positive organized or scheduled instruction or activities in this area.

c. Disadvantages

(1) Not comprehensive and focused on total educational-career development of the student.
(2) Lack guidelines and resource materials.
(3) Limited to social studies curriculum only.
(4) Pupil self-appraisal done irregularly, limited to test interpretation.

d. Costs

None for program expansion.

VIII. Criteria for Selection

Primary consideration will be given to the quality and quantity of instruction and information provided to students in self-appraisal and educational planning and vocational exploration so as to meet the stated objectives with reasonable cost.

Specifically, the recommended program will be one which best matches the conceptualized program in terms of: (1) content which will provide a body of required learnings and information to meet the needs of all students, (2) organization to provide for inclusion in the curriculum, (3) instructional approaches and resources, and (4) qualified staffing. It will also remediate most of the identified deficiencies.

IX. Recommended Program Alternative

It is recommended that Alternative A: Integration with Subject Areas Plan and Development of Guidelines for Guidance Instruction and supplemented with Alternative C: Organized Activities Plan be selected.

Alternative A will provide guidelines with organized content in self-appraisal and educational planning and vocational exploration for integration with selected subject areas in the elementary curriculum, and with no disruption of the teaching schedule. The program responsibility and content areas are identified and guides and resources provided for teachers who will be given in-service training to carry out the program. It will insure a comprehensive, sequential, and cumulative program throughout the elementary grades for all students.

Alternative C will give support to the classroom teacher in carrying out this program by providing activities such as ETV, speakers, audio-visual materials, and the like. However, this alternative by itself will not be sufficient, since it merely provides a series of activities, unorganized and dependent upon availability of resources and time in the teaching schedule which will permit such activities.

Alternative B: Formal Course Plan requires the addition of another course to the curriculum which will require considerable planning and a decision as to where deletions and adjustments will need to be made in the present curriculum structure. It is designed to be taught only at two points, grades 3 and 6. Student mobility between Hawaii and the Mainland may result in many students receiving no guidance instruction at all.

Alternative D: Existing Program provides very limited attainment of the objectives and does not meet the selection criteria. The evaluation of guidance in Hawaii's public schools reveals that the total elementary guidance instruction program is fragmented, unorganized, and unsystematic with many deficiencies.

In order of priority should the recommended alternatives be rejected, the following order of priorities is recommended:

1st Priority - Alternative D: Existing Program

2nd Priority - Alternative C: Organized Activities Plan

3rd Priority - Alternative B: Formal Course Plan

In summary, the total cost for Alternative A & C, including development of a checklist to evaluate program effectiveness, is:

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Append Guide	$5,000						$5,000
Develop Check-list		$2,000					2,000
In-Service		23,000	$30,000				53,000
Total Cost	$5,000	$25,000	$30,000				$60,000

COUNSELING PROGRAM ELEMENT

I. Description of the Element

A. Content

Counseling for Physical-Mental Health-Social Development is concerned with providing counseling services to all students to enable them to adjust to one another, to adults, and to the environment. It attempts to help the student integrate the intellectual, emotional, physical, and social aspects of his personality. The student is helped to relate his total personality to other people and his surrounding environment.

Counseling services and activities in Self-Appraisal consist of interpreting to students the meaning of comprehensive personal data such as abilities, aptitudes, achievement, interests, family-socio-economic factors, health, and personality.

The understandings acquired by the student, in turn, are applied by him to meeting and coping with the problems and needs encountered in growing up, in personal development, social relationships, and academic achievement. Additionally, these understandings are applied to educational planning and career choice.

In educational planning, the counseling emphasis is on knowing one's potentials and relating the knowledge to present and expected levels of achievement and attainment. This is also related to educational planning for intermediate and high school. The importance of continued education is emphasized and related to an individual's future personal, social, and economic status. The main focus is on developing positive attitudes toward future education--making full use of one's potentials, thinking and planning ahead towards a higher level of aspiration.

In vocational exploration, the student is helped to evaluate various fields of work in relationship to his potentials, achievement, and personality. An effort is made to relate his needs to what he is doing in school and to the world of work.

B. Organization

The Counseling Program Element complements the Physical-Mental Health-Social Development Instruction program elements of the Health Program and the Educational-Career Instruction element. It aims to provide the individual with counseling assistance on a one-to-one basis and on a small group basis for the purpose of helping the individual achieve full development of all his potentialities. He is helped to resolve his problems of moral conduct, academic achievement, motivation for study, educational planning, career choice, and personal and social problems encountered in growing up.

While the teacher is able to provide instruction in physical-mental health development and in educational-career development, she is unable, due to a lack of specialized training, sufficient time, and the nature of her task, to provide time to counsel students individually concerning vocational decisions, self awareness, meaning of test and other personal data, and contact community agencies. Furthermore, she is unable to see the same student over an extended period of time to provide for continuity of services. She is already beset with a monumental task of teaching. Therefore, counseling services by trained counselors with designated time and duties are provided to complement the instructional aspects of physical-mental health-social and educational-career development.

C. Approaches

The approaches used in counseling include individual and group counseling, small and large group meetings, role playing, decision making games, and case conferences.

Counseling requires facilities which include:

1. Counseling rooms or offices with privacy.
2. Conference rooms for case conferences, group counseling, individual and small group testing, and use of visiting specialists.
3. Large group meeting rooms for group testing, student information sessions, teacher in-service training.

D. Resources

Resources used fall into several categories:

1. Resources used by the counselor for information and support the guidance instructional activities in the classroom and for school-wide special activities such as speakers, field trips, ETV, audio-visual resources, and the like.

2. Tests, inventories, sociometric measurements, and check lists for individual and group assessment and counseling.

3. Referral resources. Special help through referrals is provided to target groups of selected students with special needs and problems, extending beyond those common needs and problems shared by all students, in the form of special assessment, remedial or tutorial assistance, clinical/therapeutic help, and special placement.

4. Other supportive resources, not considered administratively within the scope of guidance but important to the guidance program are:

   a. Pupil information system such as:

      (1) Pupil attendance and accounting which furnish guidance information concerning enrollment, attendance, discipline promotions and retentions.
      (2) Pupil records system consisting of cumulative records and confidential records, with their by-products of reports to parents, agencies, employers, and institutions of higher learning.

   b. Student activities.

c. Orientation and registration.

d. Health services.

E. Target Groups

Children encounter needs and problems as they grow up. These needs and problems are used to identify two groups of students for counseling services. (1) Typical Group: Needs and problems which are common to all students form the basis for this group. This target group then consists of all students. (2) Special Group: Needs and problems which extend beyond the collection of common needs and problems which are not shared by all students form the basis for this second group. The target group here consists of some students only.

1. Typical Group

Students with problems and needs that are commonly experienced by all as they develop are targeted for counseling services.

a. Physical-mental health-social development

With the teacher's assistance, the counselor periodically evaluates the development of all students and provides counseling concerning the everyday problems and needs children encounter in growing up.

b. Self-Appraisal

Counselors help pupils to know their abilities, aptitudes, achievements, interests, and values, and goals. An intensive program is necessary especially as the student prepares to leave the elementary school.

c. Educational planning and vocational exploration

The counselor assists the teacher to determine the strengths and weaknesses of students so that an individualized program of studies can be developed to meet his needs. When the student is ready to leave the elementary school the counselor works cooperatively with the intermediate school personnel to plan for proper educational and placement according to the student's skills, abilities, and aptitudes.

2. Special Groups

a. Physical-mental health-social development

(1) Students who need assistance in modification of attitudes or behavior, not requiring extensive therapy, are provided further assessment and individual/group counseling.

(2) Students with inadequate behavior patterns which result from academic deficiencies and which are correctable, are referred to tutorial, short-term instruction, and correctional help.

(3) Handicapped students are referred for placement in special classes for specialized help.

(4) Disadvantaged students who need modification of attitudes and behavior patterns, not requiring extensive therapy, and motivational assistance are provided with individual/group counseling.

(5) Students with adjustive needs requiring intensive evaluation diagnosis, and therapy are referred to the district offices or community agencies.

(6) Potential dropouts who also fit into the above special target groups, e.g., attitudinal, behavioral, motivational, disadvantaged, and underachieving are provided counseling and referred for remedial services. They are also referred to special programs designed for potential dropouts for intensive supportive counseling, evaluation, and remedial work.

b. Self-appraisal

(1) Students with inadequate understandings and self-concepts are targeted for intensive individual/group counseling.

(2) Students with special needs are provided further services and/or referred.

(a) Mentally and physically handicapped students are referred for assistance in assessment and rehabilitation by case workers in other agencies.

(b) Emotionally handicapped students are referred for assistance in assessment and therapy from community agencies.

(c) Academically deficient students, those not achieving according to their potential, are provided individual/group counseling and/or referred for remedial/tutorial assistance, depending upon the type of need.

c. Educational planning and vocational exploration

(1) Students with potentials for higher education, but lacking motivation, are identified for individual/group counseling.

(2) Disadvantaged students with potentials for higher education are identified and provided with individual/group counseling and financial aid assistance. Motivational counseling and financial aid assistance are critical needs for this group, since many students and their parents automatically rule out future educational possibilities because of limited finances.

(3) Students with academic deficiencies who need remediation services in order to qualify for higher education are identified for remedial/tutorial/summer school programs.

(4) Students with no plans or inappropriate educational/vocational plans are identified for counseling assistance. Referrals may be made to appropriate community agencies when these are adjustment problems which deter planning.

(5) Handicapped students are identified and referred to community agencies for educational planning assistance.

(6) Potential dropouts who have needs and problems which are attitudinal or motivational or who are disadvantaged, underachieving and lacking financial resources are provided counseling and referral for remedial services. They are also referred to special program designed for potential dropouts for supportive counseling, evaluation and remedial work.

II. Objective

The objective of the Counseling Program, Pre-Adolescence, is to help the student, through counseling, to attain the following upon completion of the program.

A. Be able to resolve problems of moral conduct and personal and social developmental problems encountered in growing up.

B. Act independently without too much dependence upon parents and other adults.

C. Identify potentials and limitations, and develop necessary motivation and techniques to achieve academically according to expectancy.

D. Select an appropriate program of studies and develop plans to continue education, if capable of so doing.

The attainments sought are:

A. To increase the percentage of students receiving "average" or better in over one-half of their personal traits ratings. The percentage of students receiving "average" or better ratings will be determined. Tentatively, a 2% gain in the number of students receiving such ratings is projected for 1972-73.

B. To decrease the average number of days of absenteeism from school. Tentatively, a one-day reduction in the average number of days absent for the sample group is projected for 1972-73.

C. To decrease the percentage of students showing discrepancies between potential and achievement in mathematics, reading, and writing. The percentage of students showing discrepancies between potential and achievement in these areas will be determined. Tentatively, a 2% reduction in the number of students with discrepancies in these subject areas is projected for 1972-73.

D. To increase the percentage of students able to identify at least his one area of academic strength and one area of academic weakness. The percentage of students showing such perception will be determined. Tentatively, a 2% improvement in accuracy of perception is projected for 1972-73.

E. To increase the percentage of students planning further education beyond high school. The percentage of students indicating such plans will be ascertained. Tentatively, a 2% gain in the number of students planning further education is projected for 1972-73.

Since output data have not been established for any of the above measurement areas, the 1971-72 data will be used to establish a base for implementation.

III. Description of Evaluative Devices

Because there were several objectives to be met in this program element, multi-evaluation devices will need to be employed. There are not suitable published instruments for evaluation which have been developed which could be used singly or collectively to measure the stated objectives. Therefore, evaluation in this area will be dependent upon locally developed instruments.

In the area of physical-mental health-social development, program effectiveness will be assessed, on a statewide sampling basis, by:

A. Determining the average progress ratings of character traits of individual students as shown in the Hawaii Cumulative Record Form, Form 13-12, Revised, June 1962. Character traits are marked on a 1-Excellent, 2-Average, 3-Unsatisfactory scale in various behavior and citizenship areas.

B. Determining the number of days of school absences as shown in the Hawaii Cumulative Record Form, Form 13-12, Revised, June 1962.

C. Comparing the results of the School and College Ability Test (SCAT) with the Sequential Test of Educational Progress (STEP) in mathematics, reading, and writing for individual students to determine the discrepancies between potential and achievement.

In the area of educational-career development, program effectiveness will be determined by using a locally developed check list, on a statewide sampling basis, with students being asked to:

A. Identify at least his one area of academic strength and one area of academic weakness to be verified by test scores and/or teacher/counselor judgment to determine his accuracy of perception of potentials and limitations.

B. Project their plans after high school to determine the percentage of students planning further education.

IV. Description of the On-Going Program

A. Provisions for counseling in elementary schools

Approximately one-fourth of the 153 schools with elementary grades in the state are served by counselors. However, out of a total of 99,444 students in grades K-6, 52,440 students, or approximately one-half, have the services of an assigned counselor.

There are 45 elementary counselors serving 69 schools, of which 15 serve two schools, and two counselors who serve five and six schools respectively. The average ratio of counselors to pupils served in these schools is 1:1165. While there are still counselors who serve more than one school, it is being recognized that a counselor can be most effective by remaining in one school to assist in developing a total guidance program. Thus, as new counseling positions are being established, they are being used to reduce the school load for counselors. In schools without assigned counselors, counseling functions are assumed by the administrative staff and teachers.

Of the 45 elementary counseling positions, 36 positions are funded by the State and NDEA funds and 9 positions are funded by other federal funds.

B. Assignment of counseling services

Since the establishment of elementary counseling positions, their placement has been determined on the basis of need, considering such factors as special needs and problems, underachievement, the disadvantaged, poor attendance, and the like. Excepting for several large elementary schools which have dramatically increased enrollment due to population growth, nearly all elementary schools which have shown special needs have been assigned counseling services. The problem has been insufficient funds to meet the demand for extra personnel in these large schools.

C. Certification status of counselors

The Department has established a separate certificate for counseling which requires classroom teaching experiences, academic preparation in guidance and counseling, and a year of satisfactory counseling experiences. Fifty percent of all elementary counselors meet this requirement with the rest meeting at least one-half or better of the requirements.

D. Scope of counselor functions

The annual NDEA Title V-A report of counselor activities indicates that in nearly all elementary schools counselors devote a majority of their student counseling to personal and social problems which affect educational progress. Self-appraisal activities are confined to the upper elementary years and educational planning activities are limited to the year prior to transfer to intermediate grades. Counselors have very limited, if any, involvement with vocational exploration.

Two-thirds of the counselors utilize group counseling procedures in support of individual counseling. Students are selected according to needs, the most common concerns discussed relate to interpersonal and family relationships, personal and academic adjustments, and attitudes and values.

A major counselor function is that of providing guidance information about individual and groups of students to the teachers and the administration. A majority of schools indicate that counselors routinely provide the following: (1) information on ability and achievement levels of students for better understanding of individual students, (2) information on ability and achievement levels of class groups so that more appropriate materials and methods of instruction may be used, (3) information on background of the student body for study and planning of curricular programs appropriate to student abilities, aptitudes, and interests, and (4) information about student problems to aid in school adjustment of individual students.

An important counselor function is that of identification of students with special needs and problems. All schools with counselors have procedures or programs to identify special needs such as retardation, learning disabilities, and emotionally and physically handicapped. A majority do identify the underachievers, potential dropouts, unmotivated, superior student, and the disadvantaged. Very little is done in the area of the student with inadequate plans who needs help for future planning of and financing a future education.

Conducting case conferences is an important counselor function. Two-thirds of schools with counselors conduct case conferences on pupils with special needs and problems in which teachers, administrators, and agency workers are involved. Nearly a third of them have regularized case conferences which are conducted regularly on a scheduled basis. In these conferences, the needs, performance, and problems of the students are shared and procedures and plans laid for assisting the students.

A major duty of the counselor is working with parents. Most elementary schools have scheduled parent conferences conducted at the classroom level. Counselors do not get to see every parent; however, teachers refer parents to counselors for additional information and interpretation if requested or needed.

Not often shown are additional counselor functions such as planning for the total guidance program, planning guidance activities with teachers, and evaluating the guidance program.

A major portion of the counselor's activities is devoted to referral, liaison with, and cooperating with community agencies. All counselors report such activities and which require them to work closely with teachers in the screening of students, preparation for and writing of referrals, and contacts with parents.

There is growing recognition by principals of the proper role and function of the elementary counselor as indicated by the small minority of counselors who still report assignment of such duties as health, discipline, registration, and attendance accounting.

V. Assessment of the On-Going Program

A. Adequacies

1. Most elementary schools with special needs have been assigned counseling services.

2. There is a growing recognition by pupils of the proper role and function of elementary counselors as indicated by the small number of counselors who report assignment of such duties as health, discipline, registration, and attendance accounting, as shown in the 1968-69 Annual NDEA Title V-A Evaluation Report.

3. There is excellent liaison and cooperation between counselors and community agencies in the referral and provision for services for children with special needs.

B. Inadequacies

1. There is a lack of counseling services to serve the needs of larger schools which require counselor assistance in identification of special needs, referrals, special placement, counseling with special needs and problems, appraisal, educational planning and vocational exploration, and development of a strong guidance program. In small schools counseling services are provided by the principal or vice-principal. However, if a large school is without an assigned counselor, the principal or vice-principal can no longer perform this function due to other additional needs which accompany a large school. Without assigned counseling services two courses of action usually take place: (1) such assistance is provided on an emergency basis, or (2) teachers take on this responsibility; however, many of them are not trained nor do have assigned time to perform such services.

2. Inadequate counseling assistance is presently given to self-appraisal and educational planning and vocational exploration.

3. Counselors do not regularly counsel all students concerning their developmental needs and problems. There is a need for newer approaches towards resolution of the problem.

4. Counselors do not systematically evaluate all students to determine whether each individual is progressing satisfactorily towards meeting the objectives of the program.

5. Only two-thirds of elementary counselors utilize group counseling procedures in support of individual counseling and to meet with more students.

6. There is a need for defining the elementary guidance program and the role and function of the elementary counselor. While there is a core of guidance programs and counselor roles and functions common to all schools, there are specialized needs and problems which may require a differentiated definition.

Description of Problem

The basic problem is, collectively: (1) lack of statewide guidelines defining the elementary guidance program and the role and function of the elementary counselor, including a better utilization of counseling time in relation to program objectives and initiation of improved counseling techniques and (2) inadequate counseling services to serve the needs of larger schools.

To resolve this problem, a set of alternatives will be proposed to resolve the counselor staffing needs for larger schools and guidelines and procedures will be recommended to define the elementary guidance program and the role and function of the elementary counselor.

VII. Alternatives for Program Improvement

A. The following possible alternatives were considered.

1. For resolution of inadequate counseling services to meet the needs of students in large schools.

   a. Alternative A: Staff All Schools with 1000+ Enrollment with a Counselor.

   b. Alternative B: Existing Level of Counseling Services and Pending "3 on 2" Program Evaluation of Adequacy of Teacher Guidance.

   c. Alternative C: All counselors assigned to a Complex.

   d. Alternative D: Minimal Counselor Foundation Staffing in all Schools (1 to 700)

   e. Alternative E: All Elementary Teachers Required to Have Six Credits in Elementary Guidance and Counseling Philosophy and Techniques.

2. For resolution of the lack of a statewide elementary guidance guidelines and definition of the role and function of the elementary counselor, it is recommended that guidelines and procedures be established.

B. The analysis performed.

1. Counseling services alternatives

   a. Alternative A: Staff All Schools with 1000+ Enrollment with a Counselor

      (1) Description

      Retain the present elementary counseling staffing, add a counselor for schools with 1000+ enrollment* which do not have assigned counseling services.

      (2) Advantages

      (a) Pupils with special needs and pupils with unmet need in large schools without counseling services will have adequate services.

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*While highly unsatisfactory, the principal and/or vice principal fill in by performing counselor functions where there is no counselor. In the judgment of principals, counselors, and state and district specialists, it becomes increasingly difficult in schools with over 1,000 enrollment for the administrators to carry out counselor duties and functions, in view of other services to be provided to more students.

(b) The incidences of pupil problems and needs increase with the size of schools and counseling services will meet minimal needs of pupils.

(3) Disadvantages

(a) Not all elementary pupils will be fully covered by assigned counseling services.

(b) There is still insufficient staffing for individual counseling for all students to take care of normal developmental needs.

(4) Costs

The estimated additional counselors needed are:

District	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Honolulu	2	0	0	0	0	0	2
Central Oahu	3	0	0	2	0	0	5
Leeward Oahu	6	0	0	0	0	0	6
Windward Oahu	5	0	1	0	0	0	6
Total	16	0	1	2	0	0	19

Table 1: Net Additional Cost Per Year

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Salaries	181,648	-	11,353	22,706	-	-	215,707
Fringe Benefits	32,987	-	2,112	4,225	-	-	39,324
Equipment/Supplies	9,424	-	589	1,178	-	-	11,191
In-service	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Total	234,059	10,000	24,054	38,109	10,000	10,000	362,222

Table 2: Cumulative Costs

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
1970-71	234,059	224,144	235,018	235,018	235,018	243,635	1,406,892
1971-72		10,000	-	-	-	-	10,000
1972-73			24,054	14,062	14,688	14,694	67,498
1973-74				38,109	28,124	29,389	95,622
1974-75					10,000	-	10,000
1975-76						10,000	10,000
Total	234,059	234,144	259,072	287,189	287,848	297,718	1,600,012

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - COUNSELING - PRE-ADOLESCENCE - STAFF ALL SCHOOLS WITH 1,000+ ENROLLMENT WITH A COUNSELOR
(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - PROVISION FOR A COUNSELOR FOR SCHOOLS WITH 1,000+ ENROLLMENT - ON-GOING AND ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment			9,424		589	1,178			11,191
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			19,424	10,000	10,589	11,178	10,000	10,000	71,191
3. Operating	(45)	(45)	(61)	(61)	(62)	(64)	(64)	(64)	(376)
Sal. & Wages	401,773	470,584	671,055	698,678	738,839	783,222	806,775	837,910	4,536,479
Fringe Ben.	71,315	82,211	121,863	126,880	137,497	145,756	150,141	156,355	838,492
Supplies	1,213	1,274	1,338	1,405	1,475	1,549	1,626	1,707	9,100
Equipment	823	864	907	952	1,000	1,050	1,103	1,158	6,170
Textbooks									
Sub-Total	475,124	554,933	795,163	827,915	878,811	931,577	959,645	997,130	5,390,241
TOTAL	475,124	554,933	814,587	837,915	889,400	942,755	969,645	1,007,130	5,461,432

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - COUNSELING - PRE-ADOLESCENCE - STAFF ALL SCHOOLS WITH 1,000+ ENROLLMENT WITH A COUNSELOR

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - PROVISION FOR A COUNSELOR FOR SCHOOLS WITH 1,000+ ENROLLMENT - ADDITIONAL COST FOR POSITIONS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment			9,424		589	1,178			11,191
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			19,424	10,000	10,589	11,178	10,000	10,000	71,191
3. Operating - ADDITIONAL COSTS			(16)	(16)	(17)	(19)	(19)	(19)	
Sal. & Wages			181,648	189,695	209,497	232,706	234,238	242,472	1,290,256
Fringe Ben.			32,987	34,449	38,986	43,305	43,592	45,246	238,565
Supplies									
Equipment									
Textbooks									
Sub-Total			214,635	224,144	248,483	276,011	277,830	287,718	1,528,821
TOTAL			234,059	234,144	259,072	287,189	287,830	297,718	1,600,012

b. Alternative B: Existing Level of Counseling Services and Pending "3 on 2" Program Evaluation of Adequacy of Teacher Guidance

(1) Description

The present level of elementary counseling services and staffing will be maintained and no new positions added, pending an evaluation of classroom guidance performed by the teacher in the "3 on 2" program. The "3 on 2" program assumes an expanded "counseling" role for the "3 on 2" teacher.

(2) Assumption

It is assumed that the "3 on 2" program which was inaugurated in September 1968 on a limited scale will succeed as anticipated and that the conversion of all elementary grades (K-6) will be completed by June 1974.

There are two of its dozen objectives in the "3 on 2" program relating specifically to guidance:

(a) "To increase counseling services for pupils and parents."
(b) "To promote home-school contacts."

It is suggested that the "counseling services" referred to in the first "3 on 2" objective cited actually refers to the individual guidance performed by the teacher such as conferencing with pupils and parents, early assessment and identification of problems and needs, and preventive work. Therefore, it may not negate the need for counseling services by a counselor who sees the student, including parents, for a period of time, extending over several years. The counseling performed by the counselor has a deep and personalized relationship which helps the pupil to interpret and understand the meaning and relevancy of his in and out-of-school experiences to his achievement, expectations, goals, plans and values. This, then, is "counseling" differentiated from "guidance" by the classroom teacher.

It is recommended that the "3 on 2" "counseling services" objectives be evaluated and modification be made later if necessary. Should the evaluation demonstrate that this premise is true, it would in turn suggest that the guidance needs of students comprising the Typical Target Groups can be met by the elementary classroom teacher. Thus, counseling for pre-adolescents, beyond developmental counseling for the Typical Target Group, can now begin to take on a different form: (a) it can now be aimed more sharply at the needs of students comprising the numerous Special Target Groups; (b) it can begin to emphasize the preventive rather than the remedial aspect of pre-adolescent growth; and (c) it can begin to intensify the contacts between counselor and pupils, and between counselor and teachers.

(3) Advantages

(a) There will be a full assessment of the guidance and counseling roles and functions of the "3 on 2" teacher and the counselor which will provide program direction.

(b) This will prevent hasty expansion without undue retrenchment at a later date.

(c) Special needs and problems of students are still being met through assigned counselors and to some degree by "3 on 2" teachers.

(d) The counselor will have opportunities to work more intensively with students whose needs are not being met through the classroom.

(e) There will be greater opportunity for counselor-teacher contacts.

(4) Disadvantages

(a) "3 on 2" evaluation of guidance and counseling services may not be immediately forthcoming. Unnecessary delay may delay direction of the elementary counseling services.

(b) Indecision on counseling program status may result in lessening interest of people interested in preparation for counseling and a future shortage of counselors in the state.

(c) "3 on 2" teachers may not be adequately trained for counseling and there is no present requirement that they do.

(5) Costs

(a) For present elementary counselors, there is little or no in-service training conducted for them. It is recommended that once-a-month in-service sessions be conducted for them. The $1,000 monthly costs will be for consultant's mainland transportation, fee, per diem, surface transportation, and supplies and materials, and inter-island travel to bring in neighbor-island counselors to Oahu.

(b) "3 on 2" teachers have all participated in a year-long series of workshops. Among the several areas in these workshops are those of interpersonal relationships: (1) relationships with children and (2) relationships with teachers in the teaching team. Approximately $3,500 was expended for consultation fees in this area.

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
In-service	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Total	10,000	10,000	10,000	10,000	10,000	10,000	60,000

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B" - COUNSELING PROGRAM - PRE-ADOLESCENCE - EXISTING LEVEL OF COUNSELING SERVICES AND PENDING "3 on 2" PROGRAM EVALUATION OF ADEQUACY OF TEACHER GUIDANCE

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - EXISTING LEVEL OF COUNSELING SERVICES AND PENDING "3 on 2" PROGRAM EVALUATION OF ADEQUACY OF TEACHER GUIDANCE									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			10,000	10,000	10,000	10,000	10,000	10,000	60,000
3. Operating - ON-GOING	(45)	(45)	(45)	(45)	(45)	(45)	(45)	(45)	
Sal. & Wages	401,773	470,584	489,407	508,983	529,342	550,516	572,537	595,438	3,246,223
Fringe Ben.	71,315	82,211	88,876	92,431	98,511	102,451	106,549	111,109	599,927
Supplies	1,213	1,274	1,338	1,405	1,475	1,549	1,626	1,707	9,100
Equipment	823	864	907	952	1,000	1,050	1,103	1,158	6,170
Textbooks									
Sub-Total	475,124	554,933	580,528	603,771	630,328	655,566	681,815	709,412	3,861,420
TOTAL	475,124	554,933	590,528	613,771	640,328	665,566	691,815	719,412	3,921,420

c. Alternative C: All Counselors Assigned to Complex

(1) Description

Counselors will be assigned to complexes and will serve schools within the complex on the basis of need, individually or as task forces.

(2) Advantages

(a) Records and procedures will be centralized, easily accessible, and communications will be expedited on cases.

(b) Articulation among counselors and schools will be improved, prevent lapsing of services to students, and provide for follow up and follow through on cases.

(c) In-service training, coordination, and procedural operations of counselors will be improved with benefit to students.

(3) Disadvantages

(a) Students may not get to know one counselor and thus establish relationships.

(b) With no assigned counselor to any individual school counselor program leadership in guidance will be lacking.

(c) The program will tend to focus on remedial and crisis situations, rather than being developmental.

(4) Costs

The cost involved will be counselor in-service training.

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
In-service	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Total	10,000	10,000	10,000	10,000	10,000	10,000	60,000

d. Alternative D: Minimal Counselor Foundation Staffing in All Schools (1 to 700)

(1) Description

Minimal counselor staffing will be provided on a counselor-pupil ratio of 1 to 700 for all schools. Schools under 700 enrollment will share a counselor.

(2) Advantages

(a) All students can be counseled regularly concerning their developmental needs and growth.

(b) Counselors will be able to develop a total guidance program in each school.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE C" - COUNSELING PROGRAM - PRE-ADOLESCENCE - ALL COUNSELORS ASSIGNED TO COMPLEX
(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - ALL COUNSELORS ASSIGNED TO COMPLEX									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			10,000	10,000	10,000	10,000	10,000	10,000	60,000
3. Operating - ON-GOING	(45)	(45)	(45)	(45)	(45)	(45)	(45)	(45)	
Sal. & Wages	401,773	470,584	489,407	508,983	529,342	550,516	572,537	595,438	3,246,223
Fringe Ben.	71,315	82,211	88,876	92,431	98,511	102,451	106,549	111,109	599,927
Supplies	1,213	1,274	1,338	1,405	1,475	1,549	1,626	1,707	9,100
Equipment	823	864	907	952	1,000	1,050	1,103	1,158	6,170
Textbooks									
Sub-Total	475,124	554,933	580,528	603,771	630,328	655,566	681,815	709,412	3,861,420
TOTAL	475,124	554,933	590,528	613,771	640,328	665,566	691,815	719,412	3,921,420

(c) Counselors can devote more time to studying each student to provide pertinent information to him and to his teachers.

(3) Disadvantages

(a) There may be difficulty in recruiting sufficient personnel.

(b) The University may not be able to develop an adequate training program.

(c) Supervision of counselors may be inadequate unless there is an expansion of district staff.

(4) Costs

The estimated number of additional counselors which realistically may be incrementally recruited each year are:

1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
10	12	15	18	22	27	104

Ten workshops a year, using local consultants, at $500 per workshop will be conducted costed as follows:

Materials and supplies		$ 70
Consultant's Fee		100
Inter-island travel		330
Hawaii 4 counselors @ $60	-$240	
Maui 2 counselors @ $30	- $60	
Kauai 1 counselor	- $30	
Total		$500

Table 1: Net Additional Cost Per Year

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Salaries	113,530	136,236	170,295	204,354	249,766	306,531	1,180,712
Fringe Benefits	19,481	24,740	31,691	38,031	45,881	57,198	217,022
Equipment/Supplies	5,890	7,068	8,835	10,602	12,958	15,903	61,256
In-Service	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Total	143,901	173,044	215,821	257,987	313,605	384,632	1,488,990

Table 2: Cumulative Costs

1970-71	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
1970-71	143,901	140,090	146,886	146,886	146,886	153,522	878,171
1971-72		173,044	168,750	176,263	176,263	176,338	870,658
1972-73			215,821	210,936	220,329	220,442	867,528
1973-74				257,987	257,123	264,507	779,617
1974-75					313,605	309,503	623,108
1975-76						384,632	384,632
Total	143,901	313,134	531,457	792,072	1,114,206	1,508,944	4,403,714

e. Alternative E: All Elementary Teachers Required to Have Six Credits in Elementary Guidance

(1) Description

All elementary teachers will be required to have six credits in elementary guidance and counseling philosophy to be obtained through pre-service or in-service DOE incentive course plan.

(2) Advantages

(a) Teachers' guidance competencies will be upgraded.

(b) Students will benefit from more guidance oriented teachers who have a better understanding and acceptance of student needs and problems.

(c) Teachers will be given instruction on content and methodology pertaining to the guidance content areas to be taught and their methodology.

(3) Disadvantages

(a) There may be difficulty getting the local teacher training institutes to agree to such curriculum changes in their programs.

(b) Teacher training institutes may have difficulty developing and staffing such a program.

(4) Costs

There are no expansion costs since these courses will be University courses and paid for by teachers.

2. Elementary guidance guidelines and role and function definition alternatives.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - COUNSELING - PRE-ADOLESCENCE - MINIMAL COUNSELOR FOUNDATION IN ALL SCHOOLS (1 to 700)

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - MINIMAL COUNSELOR FOUNDATION STAFFING IN ALL SCHOOLS (1 to 700) ON-GOING AND ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.			5,000	5,000	5,000	5,000	5,000	5,000	30,000
Textbks & Man'l									
Sub-Total			5,000	5,000	5,000	5,000	5,000	5,000	30,000
On-Going and Additional									
3. Operating - Costs	(45)	(45)	(55)	(67)	(82)	(100)	(122)	(149)	
Sal. & Wages	401,773	470,584	602,937	763,779	965,749	1,205,158	1,493,919	1,843,921	6,875,463
Fringe Ben.	71,315	82,211	108,357	138,701	179,726	224,277	281,415	350,667	1,283,145
Supplies	1,213	1,274	7,228	8,473	10,310	12,151	14,584	17,610	70,356
Equipment	823	864	907	952	1,000	1,050	1,103	1,158	6,170
Textbooks									
Sub-Total	475,124	554,933	719,429	911,905	1,156,785	1,442,638	1,791,021	2,213,356	8,235,134
TOTAL	475,124	554,933	724,429	916,905	1,161,785	1,447,638	1,796,021	2,218,356	8,265,134

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - COUNSELING - PRE-ADOLESCENCE - MINIMAL COUNSELOR FOUNDATION STAFFING IN ALL SCHOOLS (1 to 700)

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - MINIMAL COUNSELOR FOUNDATION STAFFING IN ALL SCHOOLS (1 to 700) ADDITIONAL COSTS FOR POSITIONS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment			5,000	5,000	5,000	5,000	5,000	5,000	30,000
Initial Trng.									
Textbks & Man'l									
Sub-Total			5,000	5,000	5,000	5,000	5,000	5,000	30,000
3. Operating			(10)	(22)	(37)	(55)	(77)	(104)	
Sal. & Wages			113,530	254,796	436,407	654,642	921,382	1,248,483	3,629,240
Fringe Ben.			19,481	46,270	81,215	121,828	174,866	239,558	683,218
Supplies) Equipment)			5,890	7,068	8,835	10,602	12,958	15,903	61,256
Textbooks									
Sub-Total			138,901	308,134	526,457	787,072	1,109,206	1,503,944	4,373,714
TOTAL			143,901	313,134	531,457	792,072	1,114,206	1,508,944	4,403,714

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE E" - COUNSELING PROGRAM - PRE-ADOLESCENCE - ALL ELEMENTARY TEACHERS REQUIRED TO HAVE SIX CREDITS IN ELEMENTARY GUIDANCE

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - ALL ELEMENTARY TEACHERS REQUIRED TO HAVE SIX CREDITS IN ELEMENTARY GUIDANCE									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l			NO ADDITIONAL COSTS						
Sub-Total									
3. Operating - ON-GOING	(45)	(45)	(45)	(45)	(45)	(45)	(45)	(45)	
Sal. & Wages	401,773	470,584	489,407	508,983	529,342	550,516	572,516	595,438	3,246,223
Fringe Ben.	71,315	82,211	88,876	92,431	98,511	102,451	106,549	111,109	599,927
Supplies	1,213	1,274	1,338	1,405	1,475	1,549	1,626	1,707	9,100
Equipment	823	864	907	952	1,000	1,050	1,103	1,158	6,170
Textbooks									
Sub-Total	475,124	554,933	580,528	603,771	630,328	655,566	681,815	709,412	3,861,420
TOTAL	475,124	554,933	580,528	603,771	630,328	655,566	681,815	709,412	3,861,420

Alternatives will not be proposed. Rather it is recommended that guidelines be developed for the total elementary guidance program and the role and function of the elementary counselor by August 31, 1971. The guidance role and function of the elementary teacher will be deferred until the teacher guidance aspects of the "3 on 2" program are evaluated.

There are no costs.

VIII. Criteria for Selection

Primary consideration will be given to the quality and quantity of counseling services provided to students. parents, and teachers so as to meet the stated objectives with reasonable cost.

Specifically, the recommended program will be one which best meets the described program in terms of: (1) resources in personnel and curriculum, (2) staffing, (3) services to meet the needs of all students as well as students with special needs, (4) training which will develop guidance competencies of the staff, and (5) provisions which will remediate most of the deficiencies noted above.

IX. Recommended Program Alternative

A. Counseling Alternatives

It is recommended that Alternative A: Staff All Schools with 1000+ Enrollment with a Counselor and Alternative E: All Elementary Teachers Required to Have Six Credits in Elementary Guidance be selected.

Alternative A takes into consideration the fact that a study of district assignments in elementary counseling indicates that districts have been selecting schools for counselor placement on a need basis. Therefore, this alternative is realistic in that it attempts to take care of the pupil personnel needs of the large elementary schools which have suddenly grown in size without additional support staff. In those schools counselors are needed to take over the duties of a counselor which have been assumed by the administrative staff.

Alternative E recognizes that with the advent of the "3 on 2" Program and the involvement of teachers more and more in the guidance of individual pupils, teacher guidance competencies must be upgraded. Since all teachers are on an incentive track they could easily be asked to complete this requirement as a priority.

Alternative B: Existing Level of Counseling Services and Pending "3 on 2" Program Evaluation of Adequacy of Teacher Guidance, is tentatively rejected because of insufficient evaluation data so far concerning the adequacy of teacher guidance in the "3 on 2" program. The conceptualized program indicates that there is still a level of guidance and counseling services which the classroom teacher is unable to provide.

Alternative C: All Counselors Assigned to a Complex, does not lend itself to a developmental guidance program on which the entire Guidance Program is based. It fragments services and focuses on remedial and crisis situations.

Alternative D: Minimal Counselor Foundation Staffing in All Schools (1 to 700) is presently rejected since the "3 on 2" program may indicate that there need not be a need to achieve an idealistic ratio in elementary counseling.

In order of priority should the recommended alternatives be rejected, the following order of priorities is recommended.

1st Priority - Alternative B:	Existing Program
2nd Priority - Alternative D:	Minimal Counselor Foundation Staffing
3rd Priority - Alternative C:	All Counselors Assigned to a Complex

B. Elementary Guidance Guidelines and role and function alternatives

The recommendation is to develop guidelines for the total elementary guidance program and for the role and function of the elementary counselor.

DESCRIPTION OF THE ADOLESCENCE SUB-PROGRAM

I. Growth Periods

The period of adolescence, from age twelve to eighteen, is primarily one of physical and emotional maturing. Sex differences widen and emotional independence from parents occur. Adolescents learn to work together to satisfy common interests and to subordinate personal interests. Their interests become selective; vocational interests become prominent. Boys and girls learn to be attractive to each other. The adolescent begins to reflect on values and on concepts of right and wrong.

II. Critical Period in Growth and Development

Within the growth periods and needs which have been identified, there are critical periods in the growth span of the adolescent which signal moments of individual developmental readiness for which information and counseling are needed:

The critical periods in Physical-Mental Health-Social Development are:

Ages 13-14: Learning to behave as adults among adults.
Ages 14-18: Development of adequate heterosexual relationships.
Ages 15-18: Achievement for psychological independence from parents.
Ages 17-18: Preparation for courtship, marriage and home management.

The critical periods in Educational-Career Development are:

Ages 13-14: Planning for the four-year high school program of studies.
Ages 14-15: Evaluation of intermediate school record for the purpose of intensive self-appraisal and understanding.
Ages 17-18: Completion of post-high school plans with assistance in making a satisfactory beginning towards the chosen goal.

III. Nature of Vocational Development

The adolescent developmental task of selecting and preparing for an occupation incorporates several theories and concepts developed recently, which provide the bases for a program of educational-vocational guidance:

1. Vocational development is a life long process of many choice-points, and not a spontaneous, one-time decision, process.

2. The process of choosing is as important as the vocational choice itself.

3. Vocational choice is influenced by an individual's psychological characteristics (ability, aptitudes, interests, personality, self-concept, and motivation), physical characteristics, experiences, family-socio-economic background and environment, and the maturation process.

4. Vocational choice is essentially a process of developing and implementing an individual's personality.

5. Individual differences are necessary and desirable; individual's have multi-potentials for success and satisfaction in a number of occupations.

6. Each individual has a place in the vocational structure of the Nation.

Within the growth periods described above, individual differences among adolescents in ability, aptitudes, achievement, interests, personality, motivation, and maturation indicate that they vary in their rate of development and in achieving the desired objectives.

The growth needs of adolescents, as they emerge into physical maturity and grow towards emotional maturity, can be referred to as "developmental tasks," or needs which are common to all people and result from living in our society.

The developmental tasks for adolescents in the area of Physical-Mental Health-Social Development are:[1]

1. Accepting one's physique and using the body effectively.
2. Achieving emotional independence from parents and adults.
3. Establishing mature relationships with age mates of both sexes.
4. Achieving a masculine or a feminine social role.
5. Preparing for marriage and family life.
6. Desiring and achieving socially responsible behavior.
7. Acquiring a set of values and an ethical system as a guide to behavior.

The developmental tasks for adolescents in the area of Educational-Career Development are:[2]

1. Developing intellectual skills, reasoning ability, interests, and motivation.
2. Achieving assurance of economic independence.
3. Selecting and preparing for an occupation.

V. Resources

A. Information and instruction for the guidance learnings will be provided in a classroom setting by assigned teachers with proper qualifications.

B. The instructional program will be supported by counselors who will provide individual and group counseling services to all students and other supportive services such as pupil assessment, identification of special needs and problems, referral for special assistance and placement, and liaison with agencies.

C. Special help through referrals is provided to target groups of selected students with special needs and problems, extending beyond those common needs and problems shared by all students, in the form of special assessment, remedial or tutorial assistance, clinical/therapeutic help, special placement, and the like.

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[1] From Robert J. Havighurst, Developmental Tasks and Education, 2nd Edition, New York: David McKay Co., Inc., 1952, pp 33-71.

[2] Ibid., pp 33-71.

D. Instructional resources used include tests, inventories, and check lists, printed materials with limited dependency upon standard texts, audio-visual services, ETV, speakers from the community, and the like.

VI. Organizational Arrangements

The program consists of an instructional program of guidance learnings provided by the classroom teacher and supported by individual and group counseling services provided by school counselors and other pupil personnel services within the school such as health, pupil accounting, and pupil records, and outside of the school such as private practitioners and agency personnel.

VII. Check-Points for Evaluating Individual Progress

Each student is evaluated continually but informally, to determine his progress toward meeting the objectives of the program. In adolescence, the evaluation occurs formally at each grade, 7-11, during the annual Spring registration period. In the Senior year, towards the end of the first semester, each student is formally evaluated concerning the finalization of post-high school plans and to determine amount and degrees of help needed. Each student is evaluated by the counselor, with the cooperation of his teachers through review of data on the student, interviews, observations, questionnaires, check-lists, and tests, the purpose being to determine whether the student is achieving and developing according to expectancy, in terms of his physical-mental health-social development and his educational and career plans.

EDUCATIONAL-CAREER INSTRUCTION PROGRAM ELEMENT

I. Description of the Element

Educational-Career Instructional Element aims to provide the individual with knowledge about his abilities and personal qualities, help him relate his achievements to his potentials, develop insights into choosing wisely his course of study for a higher level of education, and in making tentative judgments about his life work. It is a program of instruction for all students.

It consists of instruction and activities such as administering and interpreting interest and aptitude tests, and relating the information to academic and occupational requirements and to the pupil's capacities and limitations. It consists also of assisting pupils to develop attitudes of respect and appreciation for the various types of work useful to society and informing the pupil of occupational and educational opportunities and trends--the kinds of information and skills each occupation can be expected, and the kinds of training and experience that the beginning worker should possess. Finally, it consists of helping the pupil to make and execute long-range plans for his schooling.

The Educational-Career Instructional Element consists of two content areas: (1) Self-Appraisal and (2) Educational Planning and Vocational Exploration.

Each content area, in turn, has the following: (1) a body of required learnings, (2) an organizational structure or pattern in which to carry it out, (3) instructional approaches and techniques, (4) material and personnel, and (5) physical facilities.

In a program of self-appraisal at the adolescent level, the student is to be provided with comprehensive personal data about his abilities, achievement, interests, family-socio-economic factors, health, and personality. This information is shared with students and interpreted by the teachers in the classroom and with individual interpretation as needed by the counselor. The personal data is maintained in the cumulative records and recorded by the student in the Student Self-Appraisal Folder. The Student Self-Appraisal Folder is a student-prepared cumulative folder which is maintained and updated regularly by him. Beside personal data, the folder accommodates the student's tentative selection of school courses and post-high school educational-vocational plans. He takes the folder home periodically to apprise his parents of his program and progress in planning. The folder is transferred with the student when he changes school, and is given to him when he graduates, or leaves the state. These folders are interpreted to all students in group sessions so that they will understand the meaning and significance of the content for academic achievement, educational-vocational planning, and later occupational adjustment. The student is formally evaluated by the teacher to insure that he interprets the data properly and understands the significance of the information contained in the folder.

Instruction is given to pupils in planning, preparing, and carrying through an appropriate educational program. Educational planning involves providing students with information on the Secondary Program of Studies--required and elective subjects, pre-requisites, graduation requirements, and sequence of curriculum. They are also informed about course requirements for post-high school education. Each school develops a comprehensive bulletin of curriculum information for students and parents. The student's course selections and sequence of choices are posted in the Student Self-Appraisal Folder, reflecting immediate, intermediate, and long-range considerations.

Educational planning begins in the ninth grade year. It emphasizes choice making. The expectations are that by the end of the eighth and the beginning of the ninth grade year, the majority of students should be able to arrive at a tentative formulation of post-high school expectations; that is, whether post-high education is an appropriate course of action to be taken, and whether to seek employment or to formulate other plans. At this point, there should be formal instruction for all students to develop awareness of the factors needed in making choices and to stimulate the concern of students for the need to make choices. Information is provided on opportunities and requirements for entry into higher education so that the student's high school program of studies could be planned appropriately.

Also, in the vocational exploration process, instruction is provided students to help them find out more about themselves in relationship to broad fields of work. The emphasis for the majority of students in the adolescent years is the widening of their awareness of the world of work, rather than preparation for a specific occupation, which may narrow the student's perception of alternative occupational choices. It is focused on developing positive attitudes on occupations, commensurate with individual abilities, interests, and other personal factors.

The vocational exploration process includes field visitations, occupational surveys, career conferences, work experience, try-out experiences and audio-visual presentations as well as academic learnings.

The vocational orientation and exploration program leads to a formal specialized instructional program during the senior year. It is designed to narrow occupational choices, to make definite choices for schooling after graduation, and to help the student take the first steps towards carrying out the plans. From the study of broad fields of work the student begins intensive study of selected fields of occupations related to his abilities, interests, achievement, personal qualities, and goals. To prevent occupational specificity prematurely, students are taught to be flexible to study trends and conditions so as to be able to anticipate and foretell future occupational opportunities.

Educational planning and vocational exploration are interwoven with and dependent upon the self-appraisal process.

The instructional approaches in guidance instruction incorporates a variety of techniques, including formal instruction, field trips, group conferences, career conferences, role-playing, displays, audio-visual procedures, work-experiences, educational-career games, discussions and debates, etc. There is very little dependency upon the use of formal texts and workbooks.

The information, materials, and resources such as tests and personality data, family and community information, community human resources, field trips, and community surveys are the primary instructional resources used.

The teachers who will be teaching this program will need pre-service and in-service training, and should be familiar with the instructional techniques described, as well as content knowledge.

II. Objective

The objective of the Educational-Career Instruction Program, Adolescence, is to help the student attain the following upon completion of the program.

A. Know his potentials and limitations and develop motivation to achieve according to expectancy.

B. Know shool course offerings, requirements for graduation and post-high school education, and educational opportunities and means for financing.

C. Acquire knowledge of fields of work and occupations, training requirements, and future job opportunities.

D. Develop positive attitudes toward the dignity of different occupations.

The attainments sought are:

A. To decrease the percentage of students showing discrepancies between potential and achievement in mathematics, reading, and writing. The percentage of students showing discrepancies between potential and achievement in these areas will be determined. Tentatively, a 2% reduction in the number of students with discrepancies in these subject areas is projected for 1972-73.

B. To increase the percentage of students showing an accurate perception of their potentials and limitations. The percentage of students showing an accurate perception of their potentials and limitations will be determined. Tentatively, a 2% improvement in accuracy of perception is projected for 1972-73.

C. To increase the percentage of students demonstrating knowledge of school course offerings, requirements for graduation and for post-high school education and means for financing. The percentage of students showing such knowledge will be determined. Tentatively, a 2% gain in the number of students demonstrating such knowledge is projected for 1972-73.

D. To increase the percentage of students demonstrating knowledge of occupations, training requirements, and opportunities. The percentage of students showing such knowledge will be determined. Tentatively, a 2% gain in the number of students showing such knowledge is projected for 1972-73.

E. To increase the percentage of students demonstrating positive attitudes toward representative occupations. The percentage of students with positive attitudes will be determined. Tentatively, a 2% gain is projected for 1972-73.

Since output data have not been established for any of the above measurement areas, the 1971-72 data will be used to establish a base for implementation.

III. Description of Evaluative Devices

Because there are several objectives to be met in both the self-appraisal and educational planning and vocational exploration content areas of this program element, Educational-Career Development Instruction, multi-evaluation devices will need to be employed. There are no suitable published instruments for evaluation which have been developed which could be used singly or collectively to measure the stated objectives. Therefore, evaluation in this area will be dependent upon locally developed instruments.

In the area of self-appraisal, program effectiveness will be assessed, on a statewide sampling basis, by:

A. Comparing the results of the School and College Ability Test (SCAT) with the Sequential Test of Educational Progress (STEP) in mathematics, reading, and writing for individual students to determine the discrepancies between potential and achievement.

B. Having the student identify his present level of development in various aptitudes and academic achievements on a locally developed check list. The accuracy of the student's judgment will be measured against individual student standardized test information and teacher/counselor judgment.

In the area of educational planning and vocational exploration, program effectiveness will be determined by:

A. On a statewide sampling basis, students will be tested on their knowledge of school course offerings, requirements for graduation and for post-high school education and means for financing.

B. On s statewide sampling basis, students will be tested on their knowledge of occupations, training requirements, and opportunities.

C. On a statewide sampling basis, students will react to representative occupations, which will be described, to determine the student's negative or positive attitude towards the dignity and worth of each occupation.

Since output data have not been established for any of the above measurement areas, the 1971-72 data will be used to establish a base for implementation.

IV. Description of the On-Going Program

The Program of Studies for the Secondary Schools of Hawaii, Grades 7-12, revised 1963 states: "The guidance program is an integral part of the secondary program of studies. The Department of Education Guidance Handbook, Secondary School Guidance in Hawaii, defines guidance, discusses its philosophy, outlines its aims and procedures, and is a ploicy statement for guidance in the secondary schools..." It further states that "Of the several major areas and emphases in guidance relating to the secondary program of studies as outlined in the handbook, particular emphasis should be focused on:

"1. Appraising and understanding self.
2. Vocational orientation and exploration.
3. Educational and vocational planning to help students to become ready to make choices."

The Teachers' Guide in Social Studies, January 1965, makes provision within the Senior American Problems Course for a unit of study on the American economic system - to study the economy of Hawaii, its major industries and employment. The Agricultural Arts Curriculum, March 1964, provides for a unit on vocational exploration pertaining to agricultural careers in Hawaii State government. These two curriculum areas are the only ones which specifically provide for educational-career instruction. Previous secondary guides in social studies and language arts provided for units on the world of work in Grade 9. Currently, there are teachers of English and Social Studies who are still teaching these units in Grade 9. In schools where the revised curriculum guides are being followed, such instruction is carried on through homerooms or special activities or not taught at all.

Secondary School Guidance in Hawaii does not designate one or several specific curriculum areas responsible for guidance instruction. It places the responsibility upon individual schools to allocate such responsibilities, suggesting that a school committee determines such allocation. However, it does suggest that the social studies teachers, the counselor, and the homeroom teacher be the chief means for such implementation.

The 1968-69 Annual NDEA Title V-A Evaluation Report of Guidance Activities from schools shows that the orientation of students to course offerings are carried out largely through activities such as meetings and printed information and done fairly regularly in secondary schools. Units of study on self-appraisal, educational planning and vocational exploration, and the world of work are usually conducted in classrooms, mainly through Social Studies and English.

The Self-Appraisal Folder, in which the student records and prepares information about himself, are prepared largely in homerooms and also in social studies and English classes. The responsibility for the implementation is shared by the teacher and counselor.

V. Assessment of the On-Going Program

A. Adequacies

1. Most secondary schools prepare handbooks and printed materials for students and parents which describe course offerings and requirements, student policies, and services.

2. There is an adequate program of orientation of students to courses, requirements, policies, and services.

B. Inadequacies

1. There is no statewide program nor guideline for a comprehensive instructional program in educational-career development.

2. Teacher knowledge and skills in conducting educational-career development instruction are inadequate.

3. Pupil self-appraisal information are not adequately prepared and collected, and used in less than one-half of the secondary schools.

4. Educational planning and vocational exploration areas are not clearly defined nor properly focused and emphasized to stress the importance of work, adequate planning, academic preparation for work, and attitudes toward work.

5. Vocational exploration is pursued in less than one-half of the secondary schools.

6. Educational planning information materials are generally only adequate in high schools, not adequate at in the intermediate grades.

7. Occupational information, particularly local labor market information, is inadequate.

VI. Description of Problem

The basic problem is, collectively: (1) lack of statewide guidance program in educational-career development, (2) lack of a definitive statement of the program element's place in the secondary curriculum and how and where it shall be taught, (3) lack of curriculum resources, and (4) teacher inadequacy in carrying out the program.

To resolve this problem, alternatives will be proposed to formalize the program with adequate guidelines and resources, and a program to develop teacher competency.

VII. Alternatives for Program Improvement

A. Summary listing of possible programs

1. Alternative A: Integration with Subject Areas Plan
2. Alternative B: Formal Course Plan
3. Alternative C: Organized Activities Plan
4. Alternative D: Existing Program

B. The Analysis Performed

1. Alternative A: Integration with Subject Areas Plan

a. Description

Instruction in self-appraisal, educational planning and vocational exploration will be assigned to specific curriculum content areas. There will be educational-vocational units incorporated into subject areas. A determination will need to be made to identify the subject areas to be incorporated, with agreement from curriculum specialists. Curriculum guides in the designated subject areas will need to be developed and appended to designated subject areas guides to insure that these guides will include the required guidance instruction.

b. Implementation

(1) Supplementary curriculum guides to be developed in 1970-71.
(2) In-service training. Department Chairman of designated subject areas which will incorporate guidance instruction will attend two-day sponsored workshops on implementation of the guides, and in turn will train subject area teachers.

(a) Five workshops, 2 on Oahu and 1 each on Hawaii, Maui, and Kauai during Summer 1971.
(b) Two workshops on Oahu during Summer 1972.

c. **Advantages**

(1) This plan will not disrupt present scheduling practices.
(2) There will be involvement of teachers from other discipline areas in the guidance program and thus the teachers should become more intensely aware of their roles and functions as guidance workers.
(3) Guidance content is not treated separately but integrated with subjects which relate to the social and economic aspects of society.

d. **Disadvantages**

(1) This plan fragments the guidance instruction program by spreading it out among too many disciplines, resulting in repetition and duplication of efforts. Thus, there may also be a lack of continuity and cohesiveness in the program.
(2) Since social studies and English are required subjects and lend themselves most readily to guidance instruction, an unusually heavy burden is usually placed on these subject area teacher.
(3) Not all teachers are able to carry on guidance instruction in the classroom and many will resist involvement. It has been shown that to be successful in this area teachers need certain types of personality, understanding, and feeling for students at this age level of development.
(4) The supplementing of the guides involved to incorporate the guidance instruction will be time-consuming since it may be difficult to reach a measure of agreement among various academic subject specialists and teachers and a willingness to incorporate these guidance areas into their subject areas. It is doubtful whether all teachers in the subject areas designated can be trained for such a task.

e. **Costs**

(1) Staffing. No additional teachers are required.
(2) The cost of appending curriculum guides in selected curriculum areas is $3,000, which includes $1,000 for printing of 1,000 copies and $2,000 for consultant's fees for contractual services.
(3) Supplies. The cost of supplies is $2.00 per pupil.
(4) In-service training. Since it is difficult to determine which subject areas will be designated for guidance instruction, for costing purposes, it will be assumed that there will be four chosen. There are approximately 105 high school and 142 intermediate level grade chairmen involved in seven workshops for 2 days each and 8 hours each day, using mainland consultants. The approximate cost for each workshop is $2,000, which includes:

Fixed costs:	
Clerical help	$ 50
Materials and supplies	100
Miscellaneous	190
Variable costs:	
Consultant fees (2) @ $200	400
Mainland travel (2) @ $400	800
Per diem (2) @ $60	120
Surface transportation (2) @$20	40
Final consultants report	300
TOTAL	$2000

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - EDUCATIONAL-CAREER INSTRUCTION - ADOLESCENCE - INTEGRATION WITH SUBJECT AREAS PLAN

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - INTEGRATION WITH SUBJECT AREAS PLAN									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.				10,000	4,000				14,000
Textbks & Man'l Guide Appending			3,000						3,000
Sub-Total			3,000	10,000	4,000				17,000
3. Operating - ON-GOING									
Sal. & Wages	702,722	846,653	902,494	938,596	1,016,172	1,098,274	1,184,231	1,279,500	6,419,267
Fringe Ben.	124,733	147,910	163,892	170,449	189,110	204,389	220,385	238,755	1,186,980
Supplies			152,238	155,766	159,390	163,110	174,442	181,520	986,466
Equipment									
Textbooks									
Sub-Total	827,455	994,563	1,218,624	1,264,811	1,364,672	1,465,773	1,579,058	1,699,775	8,592,713
TOTAL	827,455	994,563	1,221,624	1,274,811	1,368,672	1,465,773	1,579,058	1,699,775	8,609,713

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Supplies	152,238	155,766	159,390	163,110	174,442	181,520	986,466
Guide Appending	3,000	-	-	-	-	-	3,000
In-service	-	10,000	4,000	-	-	-	14,000
Total cost	155,238	165,766	163,390	163,110	174,442	181,520	1,003,466

2. Alternative B: Formal Course Plan

a. Description

A semester course in educational-career development incorporating concepts, learnings, and activities in self-appraisal, educational planning, and vocational exploration shall be required as a basic course for a semester in Grade 9 and semester's elective in Grades 10, 11, or 12 for students who still feel the need for more time and instruction on specific guidance preparations prior to leaving school.

Guidelines and a new curriculum will be formulated at the ninth grade level to include the basic elements of the conceptualized program. There are several national and state developed curriculum which could be used in their entirety and supplemented with locally developed resources, or upon which a locally developed curriculum could draw upon for supplementary resources. Some of these guides are:

Self Understanding Through Occupational Exploration (SUTOE) developed by the Oregon Board of Education, for grades 8-9.

You: Today and Tomorrow developed by the Educational Testing Service, for grades 8-9.

Career Planning developed by the Minnesota Department of Education in cooperation with the Roseville Public Schools, for grade 9.

Follett Counseling Information Service, a system approach to group guidance developed by the Instructional System Corporation and published by the Follett Publishing Company.

Each guide incorporates the latest trends and thinking in the area in a series of sequential and cumulative learnings and activities, beginning with self-appraisal, leading to planning, exploration, and finalization of plans.

The elective course will be designed for the student who still feels a need for further exploration of educational and occupational opportunities, to narrow choices, and specific help in carrying out the first steps of his long-range plans. For many students the first required course together with direction and assistance from the counselor should be sufficient. However, there are some students who may need a more formal type of a program prior to leaving high school.

b. Implementation

(1) Curriculum guides to be developed in 1970-71.
(2) In-service training. It is suggested that teachers selected to teach the course be required to take a DOE financial and specially developed three credit university level course in educational-career development and implementation of the new curriculum guides during the summer sessions of 1971 and 1972.
(3) Courses initiated in 1971-72.

c. Advantages

(1) This alternative focuses the responsibility for providing basic learnings in the area of educational planning and vocational exploration upon an identified group of teachers who would have teaching specialty in this field and who are therefore best qualified to impart these concepts.
(2) In-service training is simplified in view of the relatively smaller number of teachers who would be required to undergo training.
(3) All students will be assured receiving basic information and guidance learnings planned for their critical periods in educational-career development.
(4) Limiting program to critical points in pupils' development and to special classes simplifies program management.
(5) Required guidance learnings will be taught formally and systematically, insuring full coverage in grades concerned.

d. Disadvantages

(1) Difficulty may be encountered in locating sufficient number of teachers, suited for this teaching area, to staff the program.
(2) There may be resistance toward adding another required subject in the curriculum.
(3) Teachers not in the program may feel that they have no guidance responsibilities.

e. Costs

(1) The projected number of additional teachers needed each year to staff the program under the proposal are:

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Grade 9	0	36	1	1	2	0	40
Grade 10-12*	0	8	0	0	1	0	9
Total	0	44	1	1	3	0	49

*Assuming that 10% of students in grades 10-12 will elect the course.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B" - EDUCATIONAL-CAREER INSTRUCTION - ADOLESCENCE - FORMAL COURSE PLAN

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - FORMAL COURSE PLAN									
1. Research & Dev.									
Research									
Planning									
Test & Eval.				2,000					2,000
Sub-Total				2,000					2,000
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.				2,112					2,112
Textbks & Man'l			2,500						2,500
Sub-Total			2,500	2,112					4,612
3. Operating - ON-GOING									
Sal. & Wages	702,722	846,653	902,494	938,596	1,016,172	1,098,274	1,184,231	1,279,500	6,419,267
Fringe Ben.	124,733	147,910	163,892	170,449	189,110	204,389	220,385	238,755	1,186,980
Supplies				50,250	51,021	52,959	55,257	56,166	265,653
Equipment									
Textbooks									
Sub-Total	827,455	994,563	1,066,386	1,159,295	1,256,303	1,355,622	1,459,873	1,574,421	7,871,900
TOTAL	827,455	994,563	1,068,886	1,163,407	1,256,303	1,355,622	1,459,873	1,574,421	7,878,512

No new teachers need to be hired and therefore no additional costs; rather, a reallocation of teacher resources will be required. At present, it cannot be determined what teachers and what subject areas will be affected, so reallocation of instructional costs will be determined later.

(2) Costs for developing and printing a curriculum guide is $2,500.
(3) Costs for supplies per student is $6.00 per year.
(4) University tuition cost for approximately 44 teachers at $48.00 each is $2,112 for 1971-72, after which teachers entering the program will pay their own tuition costs.

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
In-service	-	2,112	-	-	-	-	2,112
Curriculum Guide	2,500	-	-	-	-	-	2,500
Student Supplies	-	50,250	51,021	52,959	55,257	56,166	265,653
Total	2,500	52,362	51,021	52,959	55,257	56,166	270,265

3. Alternative C: Organized Activities Plan

a. Description

Information and instruction concerning educational-career development will be provided to all students through a series of special activities such as assemblies, speakers, audio-visual presentations, ETV, field trips, career conferences, tryout experiences, work experiences, job interviews, and counselor assisted presentations. These activities will be scheduled so that small and large groups or classes can participate, to be followed up with classroom discussions. The resources which may be utilized to carry out these special activities will include: (a) homerooms, in which specific groups of students are assigned to teachers by alphabetical groupings, interests, abilities, or post-high school plans during a specified guidance period which the teacher may instruct and provide information, and utilized the other special activities developed for student participation; and (b) specially conducted educational-vocational guidance activities in which the counselor may be fully responsible for planning, organizing, and implementing the special guidance activities with the assistance of teachers.

b. Advantages

(1) In a homeroom, all teachers are involved in guidance instruction and activities and become aware of students' needs and problems.
(2) Little disruption of present scheduling practices.
(3) Resources and activities can be scheduled flexibly to meet students' needs.
(4) Program can be expanded or limited according to students' needs.
(5) The homeroom provides a "homebase" for students, a particular group with which they can be easily programmed and scheduled and tied in with student activities.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE C" - EDUCATIONAL-CAREER INSTRUCTION - ADOLESCENCE - ORGANIZED ACTIVITIES PLAN

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - ORGANIZED ACTIVITIES PLAN									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l				NONE					
Sub-Total									
3. Operating - ON-GOING									
Sal. & Wages	702,722	846,653	902,494	938,596	1,016,172	1,098,274	1,184,231	1,279,500	6,419,267
Fringe Ben.	124,733	147,910	163,892	170,449	189,110	204,389	220,385	238,755	1,186,980
Supplies									
Equipment									
Textbooks									
Sub-Total	827,455	994,563	1,066,386	1,109,045	1,205,282	1,302,663	1,404,616	1,518,255	7,606,247
TOTAL	827,455	994,563	1,066,386	1,109,045	1,205,282	1,302,663	1,404,616	1,518,255	7,606,247

(6) The counselor-conducted activities provide opportunities for nearly all students to be exposed to general activities and to attend selective activities according to interests, needs, and maturation level.

c. Disadvantages

(1) Guidance function may be subordinated to administrative procedures, e.g., there may be other activities which need to be scheduled ahead of guidance.
(2) No guarantee that all students will be exposed to comprehensive guidance instructional program.
(3) Teachers may be inadequate in follow-up of guidance presentations. Since nearly all teachers are involved in guidance under this plan, there are teachers who do not have the skills nor the personality for such activities.
(4) Usually the counselor is key person in such a plan, and may spend much of time arranging and scheduling activities at expense of counseling.

d. Costs

This is a non-add item and costs should not be charged to the Guidance Program. ETV broadcasts are developed and budgeted by the ETV Section. For example: a semester's (14 programs) mainland ETV guidance series would cost approximately $2,000, which would include $1,000 for rental and $1,000 for guides. However, a locally produced series would cost substantially more, depending upon the number of programs produced. A rough estimate, including production, guides, and in-service teacher workshop costs would be $15,000 per series based on 12 programs. Films are budgeted for by the State Audio-Visual Section and purchased for loan to schools. In 1968-69 for secondary guidance there were 10 titles purchased, costing $1,822.29. Speakers are available without cost to schools, and field trips are arranged at the school level with students paying transportation costs.

4. Alternative D: Existing Program

a. Description

Department guidelines make no provisions for nor any definite allocations of time, personnel, and finances, excepting for courses in senior American problems and agricultural arts, to conduct educational-career instruction in the secondary grades. Lacking specific guidelines, schools have attempted to provide guidance instruction and activities for students through a variety of procedures: (1) units in social studies and English at grades 9 and 12, (2) homerooms, special periods set aside one or more times a month in which all teachers with such assignments may instruct and provide information, and lead discussions, and

(3) specially conducted educational-vocational guidance activities, usually planned, organized, and implemented by counselors or a teacher-student committee, to provide information and instruction through assemblies, audio-visual presentations, ETV, career conferences, and the like. The on-going program is partially implemented in the schools with quality of program ranging from excellent to "no program." Content of the programs also vary, ranging from full coverage of all areas in educational-career development to partial and limited coverage.

This alternative cannot be expected to yield the levels of outcomes projected for this program in the years ahead. At best, the results will remain stationary, i.e., at the level attained in the first year.

b. Advantages

Perhaps there is some merit in the present program in that schools can select and determine the best means for organizing for guidance instruction at the school level and take into account students interests, needs and capabilities, teacher competence and interests, and scheduling practices so as to least disrupt instruction.

c. Disadvantages

(1) Not comprehensive, nor focused on total educational-career development of student.
(2) Lack guidelines and resource materials.
(3) Wide variations in scheduling and organization does not insure full coverage of all students.
(4) Content of program varies and is dependent upon amount of time allocated, teacher competencies and resources available.

d. Costs

None for program expansion.

VIII. Criteria for Selection

Primary consideration will be given to the quality and quantity of instruction and information provided to students in self-appraisal and educational planning and vocational exploration so as to meet the stated objectives with reasonable cost.

Specifically, the recommended program will be one which best matches the conceptualized program in terms of: (1) content which will provide a body of required learnings and information to meet the needs of all students, (2) organization to provide for inclusion in the curriculum, (3) instructional approaches and resources, and (4) qualified staffing. It will also remediate most of the identified deficiencies.

IX. Recommended Program Alternative

It is recommended that Alternative B: Formal Course Plan supplemented with Alternative C: Organized Activities Plan be selected.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - EDUCATIONAL-CAREER INSTRUCTION - ADOLESCENCE - EXISTING PROGRAM

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
EDUCATIONAL-CAREER INSTRUCTION - EXISTING PROGRAM									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l									
Sub-Total									
3. Operating - ON-GOING									
Sal. & Wages	702,722	846,653	902,494	938,596	1,016,172	1,098,274	1,184,231	1,279,500	6,419,267
Fringe Ben.	124,733	147,910	163,892	170,449	189,110	204,389	220,385	238,755	1,186,980
Supplies									
Equipment									
Textbooks									
Sub-Total	827,455	994,563	1,066,386	1,109,045	1,205,282	1,302,663	1,404,616	1,518,255	7,606,247
TOTAL	827,455	994,563	1,066,386	1,109,045	1,205,282	1,302,663	1,404,616	1,518,255	7,606,247

Alternative B recommends the institution of a required semester course in educational-career development in grade 9 and semester elective course in grades 10, 11, or 12. While there are additional costs involved in organizing and developing a curriculum and in planning and conducting an in-service training program for the teachers who will be teaching the course, it nevertheless overcomes the many deficiencies in the present program and approaches the desired program. There is formal content, structure, training, and an identified staff to carry it out. It will insure that all students acquire the basic guidance learnings.

Alternative C proposes that instruction and information in educational-career development for students be provided through regularly conducted and planned special activities, such as ETV, career conferences, audio-visual means, field trips, and the like. Special activities complement the formal classroom program through supplementary activities and these two alternatives provide the students with the most exposure. However, this activity by itself will not be sufficient, since it merely provides a series of activities, unorganized and dependent upon availability of resources and time in a teaching schedule which will permit such activities.

Alternative A: Integration with Subject Areas Plan fragments the guidance instruction program by spreading it among various disciplines. While this plan involves more teachers in guidance, it may alienate teachers who feel that guidance instruction is taking away valuable instruction time from their subjects. A major problem will be that of coordinating all guidance instruction to insure an integrated and comprehensive approach.

Alternative D: Existing Program provides very limited attainment of the objectives and does not meet the selection criteria. The evaluation of guidance in Hawaii's public schools reveals that the secondary guidance instructional program is fragmented, unorganized, unsystematic, and irregularly taught with many deficiencies.

In order of priority should the recommended alternatives be rejected, the following order of priorities is recommended.

1st Priority - Alternative A: Integration with Subject Areas Plan
2nd Priority - Alternatice C: Organized Activities Plan
3rd Priority - Alternative D: Existing Program

In summary, the total cost for Alternatives B & C, including development of a questionnaire and test to evaluate program effectiveness, is:

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Curriculum Guide	2,500	-	-	-	-	-	2,500
Develop Checklist/ Test	-	2,000	-	-	-	-	2,000
In-service	-	2,112	-	-	-		2,112
Student Supplies	-	50,250	51,021	52,959	55,257	56,166	265,653
Total Cost	2,500	54,362	51,021	52,959	55,257	56,166	272,265

COUNSELING PROGRAM ELEMENT

I. Description of the Element

A. Content

Counseling for Physical-Mental Health-Social Development is concerned with providing counseling services to all students to enable them to adjust to one another, to adults, and to the environment. It attempts to help the student integrate the intellectual, emotional, physical, and social aspects of his personality. The student is helped to relate his total personality to other people and his surrounding environment.

Counseling services and activities in Self-Appraisal consist of interpreting to students the meaning of comprehensive personal data such as abilities, aptitudes, achievement, interests, family-socio-economic factors, health, and personality.

The understandings acquired by the student, in turn, are applied by him to meeting and coping with the problems and needs encountered in growing up, in personal development, social relationships, and academic achievement. Additionally, these understandings are applied to educational planning and career choice.

Counseling assistance in educational planning involves application of information from the Secondary Program of Studies to the selection of a course of study. The student's course of selections and sequence of choices are posted in the Student Self-Appraisal Folder, reflecting immediate, intermediate, and long-range considerations, and these are discussed further in counseling sessions.

Educational planning begins in the ninth grade year. It emphasizes choice making. The expectations are that by the end of the eighth and the beginning of the ninth grade year, the majority of students should be able to arrive at a tentative formulation of post-high school expectations; that is, whether post-high education is an appropriate course of action to be taken, and whether to seek employment or to formulate other plans.

Also, in the vocational exploration process, counseling is provided students to help them find out more about themselves in relationship to broad fields of work. The emphasis for the majority of students in the adolescent years is the widening of their awareness of the world of work, rather than preparation for a specific occupation, which may narrow the student's perception of alternative occupational choices. It is focused on developing positive attitudes toward the world of work relating to job satisfaction and the dignity of occupations, commensurate with individual abilities, interests, and other personal factors.

The vocational orientation and exploration program leads to intensive counseling during the senior year. It is designed to narrow occupational choices, to make definite choices for schooling after graduation, and to help the student take the first steps towards carrying out the plans. From the study of broad fields of work the student begins intensive study of selected fields of occupations related to his abilities, interests, achievements, personal qualities, and goals. To prevent occupational specificity prematurely, students are taught to be flexible to study trends and conditions so as to be able to anticipate and foretell future occupational opportunities.

B. Organization

The Counseling Program Element complements the Physical-Mental Health-Social Development Instruction program elements of the Health Program and the Educational-Career Instruction element. It aims to provide the individual with counseling assistance on a one-to-one basis and on a small group basis for the purpose of helping the individual achieve full development of all his potentialities. He is helped to resolve his problems of moral conduct, academic achievement, motivation for study, educational planning, career choice, and personal and social problems encountered in growing up.

While the teacher is able to provide instruction in physical-mental health development and in educational-career development, she is unable, due to lack of specialized training, sufficient time, and the nature of her task, to provide time to counsel students individually concerning vocational decisions, self awareness, meaning of test and other personal data, and contact community agencies. Furthermore, she is unable to see the same student over an extended period of time to provide for continuity of services. She is already beset with a monumental task of teaching. Therefore, counseling services by trained counselors with designated time and duties are provided to complement the instructional aspects of physical-mental health-social and educational-career development.

C. Approaches

The approaches used in counseling include individual and group counseling, small and large group meetings, role playing, decision making games, and case conferences.

Counseling requires facilities which include:

1. Counseling rooms or offices with privacy.
2. Conference rooms for case conferences, group counseling, individual and small group testing, and use of visiting specialists.
3. Large group meeting rooms for group testing, student information sessions, teacher in-service training.

D. Resources

Resources used fall into several categories:

1. Resources used by the counselor for information and support the guidance instructional activities in the classroom and for school-wide special activities such as speakers, field trips, ETV, audio-visual resources, and the like.

2. Tests, inventories, sociometric measurements, and check lists for individual and group assessment and counseling.

3. Referral resources. Special help through referrals is provided to target groups of selected students with special needs and problems, extending beyond those common needs and problems shared by all students, in the form of special assessment, remedial or tutorial assistance, clinical/therapeutic help, and special placement.

4. Other supportive resources, not considered administratively within the scope of guidance but important to the guidance program are:

   a. Pupil information system such as:

      (1) Pupil attendance and accounting which furnish guidance information concerning enrollment, attendance, discipline promotions and retentions.
      (2) Pupil records system consisting of cumulative records and confidential records, with their by-products of reports to parents, agencies, employers, and institutions of higher learning.

   b. Student activities

   c. Orientation and registration

   d. Health services

E. Target Groups

Children encounter needs and problems as they grow up. These needs and problems are used to identify two groups of students for counseling services. (1) Typical Group: Needs and problems which are common to all students form the basis for this group. This target group then consists of all students. (2) Special Group: Needs and problems which extend beyond the collection of common needs and problems which are not shared by all students form the basis for this second group. The target group here consists of some students only.

1. Typical Group

Students with problems and needs that are commonly experienced by all as they develop are targeted for counseling services.

a. Physical-mental health-social development

The counselor regularly evaluates with teacher assistance, and counsels students concerning their developmental problems and needs pertaining to growing up and adjusting to themselves, to one another, to adults, and to the environment.

b. Self-Appraisal

Counselors help pupils to know their abilities, aptitudes, achievements, interests, and values, and goals. An intensive program is necessary especially as the student prepares to leave the elementary school.

c. Educational planning and vocational exploration

Beginning with the end of the eighth grade and concentrated in the ninth grade, all students record personal data in their Self-Appraisal Folders. They are also provided with help in interpreting the personal data as the data relate to their academic achievement, educational-vocational planning, and occupational adjustment.

All students are regularly counseled and helped to interpret their in and out-of-school experiences, and the meaning and relevancy of these experiences to himself, his achievements, plans for the future, and values. Areas explored include: Who am I? What am I? What is expected of me? What should I expect of myself? Where do I go from here? How should I get there?

2. Special Groups

a. Physical-mental health-social development

(1) Students who need assistance in modification of attitudes or behavior, not requiring extensive therapy, are provided further assessment and individual/group counseling.

(2) Students with inadequate behavior patterns which result from academic deficiencies and which are correctable, are referred to tutorial, short-term instruction, and correctional help.

(3) Handicapped students are referred for placement in special classes for specialized help.

(4) Disadvantaged students who need modification of attitudes and behavior patterns, not requiring extensive therapy, and motivational assistance are provided with individual/group counseling.

(5) Students with adjustive needs requiring intensive evaluation diagnosis, and therapy are referred to the district offices or community agencies.

(6) Potential dropouts who also fit into the above special target groups, e.g., attitudinal, behavioral, motivational, disadvantaged, and underachieving are provided counseling and referred for remedial services. They are also referred to special programs designed for potential dropouts for intensive supportive counseling, evaluation, and remedial work.

b. Self-appraisal

(1) Students with inadequate understandings and self-concepts are targeted for intensive individual/group counseling.

(2) Students with special needs are provided further services and/or referred.

(a) Mentally and physically handicapped students are referred for assistance in assessment and rehabilitation by case workers in other agencies.

(b) Emotionally handicapped students are referred for assistance in assessment and therapy from community agencies.

(c) Academically deficient students, those not achieving according to their potential, are provided individual/group counseling and/or referred for remedial/tutorial assistance, depending upon the type of need.

(d) Job-seeking students are referred for assistance in planning to counselors of the Employment Opportunity Center, State Department of Labor.

c. Educational planning and vocational exploration

(1) Students with inappropriate course selection and post-high school plans are identified during Spring registration for counseling.

(2) Students with academic deficiencies who need remediation services in order to qualify for higher education are identified for remedial/tutorial/summer school programs.

(3) Students with potentials for higher education, but lacking in financial resources, are identified and provided with information, counseling, and specific assistance on procedures and applications for financial aid.

(4) Disadvantaged students with potentials for higher education are identified and provided with individual/group counseling and financial aid assistance. This financial aid assistance can be obtained through (2) private part-time employment, (b) Neighborhood Youth Corps in-school and community agencies employment, and (c) vocational work-experience programs. Students are provided specialized counseling assistance through the Educational Guidance and Opportunities Program and the Hawaii Upward Bound Program. Motivational counseling and financial aid assistance are critical needs for this group, since many students and their parents automatically rule out future educational possibilities because of limited finances.

(5) Students with academic deficiencies who need remediation service in order to qualify for admission into higher education are identified for remedial/tutorial/summer school programs.

(6) Students with no plans or inappropriate vocational plans are identified during Spring registration for counseling assistance. Referrals may be made to appropriate community agencies when there are adjustment problems which deter planning.

(7) Students who plan to seek employment immediately after high school are provided counseling and instruction on specific

techniques on job seeking and application procedures, information on opportunities for employment, and assistance in job placement. Assistance is also provided by the Employment Opportunity Center of the State Department of Labor for specialized vocational counseling, testing, evaluation and placement.

(8) Handicapped students are identified and referred to community agencies for educational planning and placement.

(9) Potential dropouts who also fit into the above special target groups, e.g., attitudinal, disadvantaged, underachieving, lacking in finance, and motivational are provided counseling and referral for remedial services. They are also referred to special programs designed for potential dropouts for extensive supportive counseling, evaluation, and remedial work.

(10) Disadvantaged and underachieving students enrolled in the pre-industrial programs (refer to Vocational-Technical Program PPB) are provided with diagnostic, evaluation, and counseling services and placed in remediation programs to raise their verbal, scientific, and mathematical competencies which will enable them to enter a selected post-secondary vocational-technical course of study.

II. Objective

The objective of the Counseling Program, Adolescence, is to help the student, through counseling, to attain the following upon completion of the program.

A. Behave with maturity and achieve emotional independence from parents and adults.

B. Be able to resolve problems of moral conduct and personal and social developmental problems encountered in growing up.

C. Identify potentials and limitations, and develop necessary motivation and techniques to achieve academically according to potentials.

D. Select school courses which are consistent with aptitudes, abilities, achievement, interests, and goals.

E. Prepare educational plans and make choices which consider personal qualifications, educational requirements, and opportunities.

The attainments sought are:

A. To increase the percentage of students receiving "average" or better in over one-half of their personal traits ratings. The percentage of students receiving "average" or better ratings will be determined. Tentatively, a 2% gain in the number of students receiving such ratings is projected for 1972-73.

B. To decrease the average number of days of absenteeism from school. Tentatively, a one-day reduction in the average number of days absent for the sample group is projected for 1972-73.

C. To decrease the percentage of students showing discrepancies between potential and achievement in mathematics, reading, and writing. The percentage of students showing discrepancies between potential and achievement in these areas will be determined. Tentatively, a 2% reduction in the number of students with discrepancies in these subject areas is projected for 1972-73.

D. To increase the percentage of students showing an accurate perception of their potentials and limitations. The percentage of students showing an accurate perception of their potentials and limitations will be determined. Tentatively, a 2% improvement in accuracy of perception is projected for 1972-73.

E. To increase the percentage of students selecting courses consistent with their abilities, interests, and goals. Tentatively, a 2% gain in the number of students making such appropriate selections in projected for 1972-73.

F. To maintain the current range of percentage of students, between 92.5% to 93.5%, who are gainfully employed or occupied or are in higher education one year after high school.

G. To increase the percentage of students demonstrating positive attitudes toward representative occupations. The percentage of students with positive attitudes will be determined. Tentatively, a 2% gain is projected for 1972-73.

III. Description of Evaluative Devices

Because there were several objectives to be met in this program element, multi-evaluation devices will need to be employed. There are no suitable published instruments for evaluation which have been developed which could be used singly or collectively to measure the stated objectives. Therefore, evaluation in this area will be dependent upon locally developed instruments. Evaluation will begin the first year, on a statewide basis, with a 5% random sampling at every secondary grade level, after which a 5% random sampling will be taken each year in grade 7. Thereafter, this 5% sample group (sufficient in number to allow for yearly attrition will be measured each year until graduation.

In the area of physical-mental health-social development, program effectiveness will be assessed, on a statewide sampling basis, by:

A. Determining the average progress ratings of character traits of individual students as shown in the Hawaii Cumulative Record Form, Form 13-12, Revised, June 1962. Character traits are marked on a 1-Excellent, 2-Average, 3-Unsatisfactory scale in various behavior and citizenship areas.

B. Determining the number of days of school absences as shown in the Hawaii Cumulative Record Form, Form 13-12, Revised, June 1962.

C. Comparing the results of the School and College Ability Test (SCAT) with the Sequential Test of Educational Progress (STEP) in mathematics, reading, and writing for individual students to determine the discrepancies between potential and achievement.

In the area of educational-career development, program effectiveness will be determined by:

A. On a statewide sampling basis, a locally developed check list will be administered to students to identify their present level of development in various aptitudes and academic achievements. The accuracy of the students' judgments will be measured against pupils' standardized test information and teacher/counselor judgments.

B. On a statewide sampling basis, the planned and actual course selections of students as shown on the student Self-Appraisal Folder and/or the Cumulative Record will be judged for appropriateness by teacher/counselor based on objective data available.

C. The survey data on the post high school activities of students as reported in the Annual Secondary Student Status Survey.

D. On a statewide sampling basis, students will react to representative occupations, which will be described, to determine the student's positive or negative attitude towards the dignity and worth of each occupation.

IV. Description of the On-Going Program

A. Provisions for Counseling in Secondary Schools

In the State there are 57 out of 89 schools (64% of schools) with secondary grades which are served by assigned counselors. However, out of a total of 73,238 students in grades 7-12, 70,720 students, or approximately 97% have the services of an assigned counselor.

These 12 schools without assigned counselors, on the neighbor islands, are ones in remote or isolated geographical locations with small student population, representing only 2,518 students comprising 3.4% of the secondary school population. The schools with counselors are served by 59 intermediate and 95 high school counselors. On Maui there are two elementary counselors who also service grades 7-8 students in eleven K-8 schools. On Kauai, two high school counselors serve the grades 7-8 students in four feeder elementary schools. The ratio of counselors to pupils served for schools with secondary grades with assigned counselors is 1:469. On a statewide basis, including schools with secondary grades without counseling services, the ratio of counselors to pupils served is 1:475. In schools without assigned counselors, counseling functions are assumed by the administrative staff and teachers.

Of the 62 intermediate and 87 high school, total 149, counseling positions, 138 positions are state and NDEA funded and 11 funded from other federal resources.

B. Assignment of Counseling Services

Traditionally, in Hawaii, following national trends, secondary counseling positions have been established long before elementary counseling positions. Until approximately four years ago, the concept of a statewide ratio was used to assigned counseling services to secondary schools. Since then, the ratio concept has been eliminated and assignment has been on the basis of need, considering such factors as economic and cultural deprivation, special problems, attendance, underachievement, and rapid pupil population turnover. Many districts, recognizing such needs, have utilized federal funds to establish additional counselor positions for selected schools. The concept of an average state counselor-pupil ratio is misleading. There are wide variations in ratios among districts, particularly schools. Thus, it varies from

1:150 to 1:1200, with a mean of 1:469. Nearly all pupils desire that counselors work with all students on their developmental growth and needs, which require 100% coverage of students. This has not been possible in many schools with large counselor-pupil ratio. The problem has been insufficient funds to meet the demand for extra counselors to provide the services to meet the needs of all students and to meet the needs of students without counseling services.

C. Certification Status of Counselors

The Department has established a separate certificate for counseling which requires classroom teaching experiences, academic preparation in guidance and counseling, and a year of satisfactory counseling experience. Fifty six percent of all secondary counselors meet this requirement.

D. Scope of Counselor Functions

The annual NDEA Title V-A from schools reports of counselor activities indicate that there are similarities, yet wide variations in counseling activities among secondary counselors. The following patterns appear present.

1. Schools beset with many students with special needs and problems focus more efforts on counseling with personal-social problems which affect educational progress and less efforts in the areas of appraisal and planning.

2. Schools with a defined guidance program, including role and function of the counselor, usually attempt to distribute their counseling services to serve the needs of students with special needs and problems as well as the appraisal and planning needs of most students. There are no schools which completely meet this criteria, however, schools are trying to move in this direction, but are hampered by insufficient counselors.

3. In high schools appraisal and planning assistance are concentrated during the senior year. However, many schools do systematic developmental counseling in these areas in other grades.

4. Schools and their counseling activities generally dichotomize themselves into two types of emphases: (a) schools which focus counselor efforts on the special needs and problems and (b) schools in which counselors develop a well-balanced counseling program--problem centered as well as serving the developmental needs of all, including appraisal and planning.

5. Counselors, on the average, see about 10% to 15% of parents concerning their children's personal problems, academic adjustment, and future plans.

Seventy percent of the schools utilize group counseling procedures in support of individual counseling. Students are selected according to needs, the most common concerns discussed relates to interpersonal and family relationships, personal and academic adjustment, educational-vocational planning, attitudes and values, and drugs.

A majority of schools indicate that guidance information is usually routinely provided to the teachers and the administration such as: (1) ability and achievement levels of individual students for their better understanding of individual students, (2) ability and achievement levels of class groups for more appropriate use of materials and instructional methods, (3) background information of the student body for study and planning of curricular programs appropriate to student abilities, aptitudes, and interests, and (4) information about student problems to aid in school adjustment of individual students.

Nearly all students report procedures or programs to identify special needs such as underachievers, those with unrealistic educational/vocational plans, potential dropouts, unmotivated, superior students, those with special needs, and disadvantaged. The high school do identify those with financial need for higher education; however, the intermediate schools have limited programs.

Conducting case conferences is a major counselor function. Three-fourths of schools with counselors conduct case conferences on pupils with special needs and problems in which teachers, administrators and agency workers are involved. Nearly a third of them have regularized case conferences which are conducted regularly on a scheduled basis. In these conferences, the needs, performance, and problems of the students are shared and procedures and plans laid for assisting the students.

Counselors are normally expected, under the direction of the principal, to assume leadership for planning, developing, implementing, and evaluating the guidance program. In most secondary schools counselors are assisted by guidance committees composed of representative faculty members.

A major portion of the counselor's activities is devoted to referral, liaison with, and cooperating with community agencies. All counselors report such activities and which require them to work closely with teachers in the screening of students, preparation for and writing of referrals, and contacts with parents.

High school counselors, particularly during the senior year, focus major efforts on student planning and implementation of plans after graduation. Such activities necessitate close contacts and referrals to institutions of higher education, selective service and the armed forces, and the State Employment Service.

Compared with previous practices, there appears to be a decrease in the tendency to assign other duties to counselors. In the larger schools this problem has been alleviated by the addition of second vice-principals and registrars. However, there is still some misuse of counselors for areas such as administering and scheduling of tests, registration and orientation, and student activities.

V. Assessment of the On-Going Program

A. Adequacies

1. Only one percent of the secondary population in the state is not covered by assigned counseling services.

2. There is excellent liaison and cooperation between counselors and community agencies in the referral and provision for services for students with special needs.

3. There is excellent coordination between high school counselors and local admissions and financial aid officers of institutions of

higher learning, state employment offices, selective service officials and the armed services recruiting officials.

B. Inadequacies

1. There still are 14 high schools and 12 intermediate schools with an excessive number of students to be provided comprehensive counseling services.

2. There is a need for defining the secondary guidance program and the role and function of the secondary counselor, principal, and teacher. While there is a core of guidance programs and counselor roles and functions common to all schools, there are specialized needs and problems peculiar to some schools which may require differentiated definitions.

3. Counselors do not regularly counsel all students concerning their developmental problems and needs.

4. Counselors do not systematically evaluate all students to determine whether each individual is progressing satisfactorily towards meeting the objectives of the program.

5. Counselors lack information or are inadequate in college selection and local occupational information.

6. Counseling for academic development is presently remedial in approach with counseling generally confined to the failing student. The approach is problem centered and based on the deviant student who is referred for behavioral difficulties resulting from academic inadequacies.

7. Vocational counseling, particularly with students without plans for higher education, is inadequate compared with college counseling.

8. In high schools, counseling efforts are generally concentrated on seniors, whereas counseling services should have been provided earlier.

9. There is a need for more extensive use of group counseling procedures and other techniques to reach more students. The causes for the inadequacies in No. 3-9 are due to: (1) Inadequate pre-service preparation of counselors (e.g., the UH requires only one course in educational-vocational guidance in their counselor preparation program); (2) Inadequate in-service education for counselors; (3) Difficulty in keeping current with the mainland college admissions scene; (4) Insufficient local occupational information; and (5) counselors are generally more comfortable and prepared to counsel college-bound students than non-college-bound students.

VI. Description of Problem

The basic problem is, collectively: (1) lack of statewide guidelines defining the secondary guidance program and the role and function of the secondary counselor, principal, and teacher, including a better utilization and counseling time in relation to program objectives and initiation of improved counseling techniques, (2) lack of information concerning mainland colleges and local occupational information, and (3) inadequate counseling services to serve the needs of some schools with excessive counselor-pupil staffing and to provide comprehensive counseling services.

To resolve this problem a set of alternatives will be proposed to resolve counselor staffing needs, develop information and procedures for college selection/placement and occupational information, and develop guidelines and procedures for the secondary guidance program and guidance roles and function.

VII. Alternatives for Program Improvement

A. The following possible alternatives were considered:

1. For resolution of inadequate counseling services and to provide comprehensive counseling services to all students.
    a. Alternative A: Counselor Foundation Staffing
    b. Alternative B: Counselors Assigned to a Complex
    c. Alternative C: Counselor Foundation Staffing Supplemented with Aides
    d. Alternative D: Phase in Three Schools Yearly with Counselor Foundation Staffing and Counseling Support Services
2. For resolution of lack of information or inadequacy in college selection and local occupational information, it is recommended that counselors be provided with computer and information support.
3. For resolution of lack of guidelines and guidance role and function definitions, it is recommended that guidelines and procedures be established.

B. The Analysis Performed

1. Counseling Services Alternatives

a. Alternative A: Counselor Foundation Staffing

(1) Description

The counselor-pupil ratio will be incrementally reduced until a ratio of 1:450 is achieved by 1972-73. Several small schools may share one counselor.*

(2) Advantages

(a) All schools with special needs are already provided with counseling services. Each district has studied and identified the special guidance needs for each school and has supplemented counselor staffing, where funds are available such as special funded federal projects or state special projects. This alternative will provide staff at a minimal foundation level for other schools. There are assurances that every school through the sharing of counselors, excepting for very isolated regions, will have counselor staffing.

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*Although the conceptualized program recognizes that counselor staffing should be based on needs, a ratio concept is being proposed also as an alternative so that the ratio advantages and disadvantages may also be weighed.

(b) A smaller case load will provide more opportunities for intensive counseling with students and parents and to provide assistance to teachers.

(c) A minimal beginning will be made to provide developmental counseling to all students. Developmental counseling focuses on the sequential and normal expected physical, emotional and educational development of each student as he grows up, as against counseling based on a crises approach.

(3) Disadvantages

(a) These efforts are still too slow and will require accomplishment over a three-year period.

(b) Compared with mainland states and communities, this proposal is still below the number of counselors provided elsewhere.

(4) Costs

To achieve an incrementally reduced counselor-pupil ratio, the following additional number of counselors are needed each year for schools currently above the ratios indicated. Six workshops will be conducted each month: Oahu-2, Hawaii-2, Maui and Kauai-1 each, costed as follows:

Clerical help	$ 50
Materials and supplies	90
Consultant's fees	600
Inter-island travel	100
Workshop report	100
Per diem (Hawaii)	60
Total	$1000 x 10 months = $10,000

Supplies and equipment costs for counselors include:

Supplies	$100
Desk	168
Chair	56
Bookcase (3-shelf)	35
Side chair (2)	35
File (legal - 4 drawer)	65
Work table - 60 x 30	65
Miscellaneous	15
Manual typewriter	143
Total	$682

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Counselor-Pupil Ratio	1:470	1:460	1:450	1:450	1:450	1:450	
No. of Counselors	10	11	10	6	7	6	50

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - COUNSELING PROGRAM - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING
(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING - ON-GOING AND ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.			6,820	7,502	6,820	4,092	4,774	4,092	34,100
Textbks & Man'l			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Sub-Total			16,820	17,502	16,820	14,092	14,774	14,092	94,100
3. Operating	(149)	(149)	(159)	(171)	(180)	(186)	(193)	(199)	
Sal. & Wages	1,391,369	1,638,491	1,817,561	2,015,458	2,210,866	2,363,545	2,527,890	2,682,532	13,617,852
Fringe Ben.	246,968	286,244	328,933	366,006	411,440	439,876	470,438	506,105	2,522,798
Supplies	4,564	4,792	5,032	5,284	5,548	5,825	6,116	6,422	34,227
Equipment	3,097	3,249	3,411	3,582	3,761	3,949	4,146	4,353	23,202
Textbooks									
Sub-Total	1,645,998	1,932,776	2,154,937	2,390,330	2,631,615	2,813,195	3,008,590	3,199,412	16,198,079
TOTAL	1,645,998	1,932,776	2,171,757	2,407,832	2,648,435	2,827,287	3,023,364	3,213,504	16,292,179

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - COUNSELING PROGRAM - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - COUNSELOR FOUNDATION STAFFING - ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment/Supplies			6,820	7,502	6,820	4,092	4,774	4,092	34,100
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			16,820	17,502	16,820	14,092	14,774	14,092	94,100
3. Operating			(10)	(22)	(31)	(37)	(44)	(50)	
Sal. & Wages			113,530	243,266	367,786	446,742	534,415	609,318	2,315,057
Fringe Ben.			19,481	44,176	68,443	83,159	99,452	120,280	434,991
Supplies									
Equipment									
Textbooks									
Sub-Total			133,011	287,442	426,229	529,901	633,867	729,598	2,750,048
TOTAL			149,831	304,944	453,049	543,993	648,641	743,690	2,844,148

Table 1: Net Additional Cost Per Year

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Salaries	113,530	124,706	113,530	68,118	79,375	68,118	567,377
Fringe Benefits	19,481	22,646	21,127	12,698	14,771	12,710	103,433
Equipment/Supplies	6,820	7,502	6,820	4,092	4,774	4,092	34,100
In-Service	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Total	149,831	168,854	151,477	94,908	108,920	94,920	764,910

Table 2: Cumulative Costs

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
1970-71	149,831	140,090	146,886	146,886	146,886	153,522	884,101
1971-72		164,854	154,686	161,575	161,575	161,643	804,333
1972-73			151,477	140,624	146,886	146,948	585,935
1973-74				94,908	84,374	88,169	267,451
1974-75					108,920	98,478	207,398
1975-76						94,930	94,930
Total	149,831	304,944	453,049	543,993	648,641	743,690	2,844,148

b. Alternative B: All Counselors Assigned to Complex

(1) Description

Counselors will be assigned to complexes and will serve schools within the complex on the basis of need, individually or as task forces.

(2) Advantages

(a) Records and procedures will be centralized, easily accessible, and communications will be expedited on cases.

(b) Articulation among counselors and schools will be improved, prevent lapsing of services to students, and provide for follow up and follow through on cases.

(c) In-service training, coordination, and procedural operations of counselors will be improved with benefit to students.

(d) The Complex management can deploy staff in any manner it determines as the best way to meet the needs and problems of students and in distribution of staff and workload, whether it be on a special need basis or full coverage of all schools.

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B" - COUNSELING PROGRAM - ADOLESCENCE - ALL COUNSELORS ASSIGNED TO COMPLEX

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - ALL COUNSELORS ASSIGNED TO COMPLEX									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.			10,000	10,000	10,000	10,000	10,000	10,000	60,000
Textbks & Man'l									
Sub-Total			10,000	10,000	10,000	10,000	10,000	10,000	60,000
3. Operating - ON-GOING	(149)	(149)	(149)	(149)	(149)	(149)	(149)	(149)	
Sal. & Wages	1,391,369	1,638,491	1,704,031	1,772,192	1,843,080	1,916,803	1,993,475	2,073,214	11,302,795
Fringe Ben.	246,968	286,244	309,452	321,830	342,997	356,717	370,986	385,825	2,087,807
Supplies	4,564	4,792	5,032	5,284	5,548	5,825	6,116	6,422	34,227
Equipment	3,097	3,249	3,411	3,582	3,761	3,949	4,146	4,353	23,202
Textbooks									
Sub-Total	1,645,998	1,932,776	2,021,926	2,102,888	2,195,386	2,283,294	2,374,723	2,469,814	13,448,031
TOTAL	1,645,998	1,932,776	2,031,926	2,112,888	2,205,386	2,293,294	2,384,723	2,479,814	13,508,031

(3) Disadvantages

(a) Students may not get to know one counselor and thus establish relationships.

(b) With no assigned counselor to any individual school counselor program leadership in guidance will be lacking.

(c) The program will tend to focus on remedial and crisis situations, rather than being developmental.

(4) Costs

It is assumed that there will be no expansion of present counselor staffing since the present staff will be deployed for fuller utilization and to best meet special needs. The only cost involved will be continued counselor in-service training.

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
In-service	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Total	10,000	10,000	10,000	10,000	10,000	10,000	60,000

c. Alternative C: Counselor Foundation Staffing Supported with Aides

(1) Description

After 1972-73, when a counselor-pupil ratio of 1:450 has been achieved, to begin adding counselor aides by providing one aide per school of 2000+ enrollment.

(2) Advantages

(a) Many of the routine guidance functions of counselors, such as review of records, attendance follow-up, clerical duties could be given to these aides.

(b) Counselors would have more time to undertake professional duties. In fact, this would enable the professional image of the counselors to be upgraded. The principal and teachers could make justifiable professional demands of counselors.

(c) Also, counselors will be spurred to upgrade professionally to meet these increased expectations.

(d) Facilities requirements would be less since privacy is not needed.

(e) With the assistance of aides, the counselors will have more time to see more students. The counselor aide will also be able to provide basic information to students, which in the past has occupied much of the counselor's time.

(3) Disadvantages

(a) There is no assurance that sufficient personnel could be recruited for such aide positions.

(b) Since this is a new program, pre- and in-service training for aides may be difficult to formulate and implement.

(c) Some counselors may resist the assistance of aides.

(4) Costs

Six counselor workshops will be conducted each month: Oahu-2, Hawaii-2, Maui and Kauai-1 each, costed as follows:

Clerical help	**$ 50**
Materials and Supplies	**90**
Consultant's fees	**600**
Inter-island travel	**100**
Workshop report	**100**
Per diem (Hawaii)	**60**
Total	**$1000 x 10 months = $10,000**

Five aide workshop will be conducted during the year, costed as follows:

Clerical help	**$ 56**
Materials and supplies	**50**
Consultant's fees	**100**
Workshop report	**50**
Aide inter-island travel (for Hawaii Aide)	**44**
Total	**$300 x 5 = $1,500**

Supplies and equipment costs for counselors include:

Supplies	**$100**
Desk	**168**
Chair	**56**
Bookcase (3-shelf)	**35**
Side chair (2)	**35**
File (legal - 4 drawer)	**65**
Work table - 60 x 30	**65**
Miscellaneous	**15**
Manual typewirter	**143**
Total	**$682**

Supplies and equipment costs for aide include:

Supplies	$200
Desk	165
Chair	30
Typewriter	480
File (legal - 4 drawer)	65
Cabinet (storage)	60
Table - 60x30	65
Side chair (2)	35
Miscellaneous	25
Total	$1125

The number of aides which are needed after 1972-73 are:

No. of Aides	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Honolulu District	-	-	-	3	-	-	3
Central Oahu	-	-	-	2	-	-	2
Leeward Oahu	-	-	-	3	-	-	3
Windward Oahu	-	-	-	3	-	-	3
Hawaii	-	-	-	1	-	-	1
Total				12			12

Table 1: Net Additional Cost Per Year

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
Counselors Salaries	113,530	124,706	113,530	68,118	79,375	68,118	567,377
Counselors Fringe	19,481	22,646	21,127	12,698	14,771	12,710	103,433
Equipment/Supplies	6,820	7,502	6,820	4,092	4,774	4,092	34,100
Counselor Workshop	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Aide Salaries	-	-	-	56,736	-	-	56,736
Aide Fringe	-	-	-	10,558	-	-	10,558
Aide Equipment	-	-	-	13,500	-	-	13,500
Aide Workshop	-	-	-	1,500	-	-	1,500
Total	149,831	164,854	151,477	177,202	108,920	94,920	847,204

Table 2: Cumulative Costs

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
1970-71	149,831	140,090	146,886	146,886	146,886	153,522	884,101
1971-72		164,854	154,686	161,575	161,575	161,643	804,333
1972-73			151,477	140,624	146,886	146,948	585,935
1973-74				177,202	155,084	151,977	484,263
1974-75					108,920	98,478	207,398
1975-76						94,920	94,920
Total	149,831	304,944	453,049	626,287	719,351	807,488	3,060,950

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE C" - COUNSELING PROGRAM - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING SUPPORTED WITH AIDES

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING SUPPORTED WITH AIDES - ON-GOING AND ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment/Supplies			6,820	7,502	6,820	17,592	4,774	4,092	47,600
Initial Trng.			10,000	10,000	10,000	11,500	10,000	10,000	61,500
Textbks & Man'l									
Sub-Total			16,820	17,502	16,820	29,092	14,774	14,092	109,100
3. Operating	(149)	(149)	(159)	(171)	(180)	(198)	(205)	(211)	
Sal. & Wages	1,391,369	1,638,491	1,817,561	2,015,458	2,210,866	2,420,281	2,587,506	2,745,506	13,796,844
Fringe Ben.	246,968	286,244	328,933	366,006	411,440	450,434	481,532	507,263	2,545,608
Supplies	4,564	4,792	5,032	5,284	5,548	5,825	6,116	6,422	34,227
Equipment	3,097	3,249	3,411	3,582	3,761	3,949	4,146	4,353	23,202
Textbooks									
Sub-Total	1,645,998	1,932,776	2,154,937	2,390,330	2,631,615	2,880,489	2,968,754	3,263,210	16,399,881
TOTAL	1,645,998	1,932,776	2,171,757	2,470,832	2,648,435	2,909,581	3,094,074	3,277,302	16,508,981

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE C" - COUNSELING PROGRAM - ADOLESCENCE - COUNSELOR FOUNDATION STAFFING SUPPORTED WITH AIDES

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - COUNSELOR FOUNDATION STAFFING SUPPORTED WITH AIDES - NO ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment/Supplies									
Initial Trng.			6,820	7,502	6,820	17,592	4,774	4,092	47,600
Textbks & Man'l			10,000	10,000	10,000	11,500	10,000	10,000	61,500
Sub-Total			16,820	17,502	16,820	29,092	14,774	14,092	109,100
3. Operating — Counselors			(10)	(22)	(31)	(37)	(44)	(50)	
Aides						(12)	(12)	(12)	
Sal. & Wages			113,530	243,266	367,786	503,478	594,031	671,958	2,494,049
Fringe Ben.			19,481	44,176	68,443	93,717	110,546	121,438	457,801
Supplies									
Equipment									
Textbooks									
Sub-Total			133,011	287,442	436,229	597,195	594,031	793,396	2,951,850
TOTAL			149,831	304,944	453,049	626,287	719,351	807,488	3,060,950

d. Alternative D: Phase in Three Schools Yearly with Counselor Foundation Staffing and Counseling Support Services

(1) Description

To provide a system of priorities among schools and to remediate Inadequacies 1, 3, 4. and 6-9, it is proposed that three selected secondary schools be phased in with full counselor and aide staffing, based on need criteria, and on an incremental basis, three schools each year, over the six-year period. This is not intended as a demonstration project but designed as an orderly phasing in of counseling services in a controlled manner. In arriving at incremental staffing, the following criteria were established.

(a) The Statistics Branch has begun development of a school profile for each school which contains statistical and descriptive indices such as attendance, dropout rate, welfare, qualification for federal programs, etc. This could be further refined and the indices could be arranged in rank order. Using this as a basis it may be possible to rank schools on a need basis.

(b) The foundation staffing for counseling for each school, based on needs, will be determined by agreement among the state and district guidance specialists, district superintendent, complex manager, principal, and counselors. The staffing agreed upon will be one that will best serve the needs of all the pupils of the schools and would take into consideration the present regular staffing and additional staffing provided for under special projects, state or federally funded. Thus, there can be no one fixed standard to follow, but will be a flexible one determined cooperatively by educators most concerned. Therefore, for costing purposes an additional staffing of eight counselors and six aides was selected as an estimated projection of one year's additional staffing.

(2) Advantages

(a) In schools to be phased in there could be an orderly controlled program and guidance roles and function development.

(b) Since additional staffing is to be added gradually, school by school, there are better opportunities for selecting and training counselors to fill anticipated positions.

(c) The program is developed totally and not in piece-meal fashion.

(3) Disadvantages

The primary disadvantage is that cost figures would accelerate in geometric progression if expansion is according to plans, since all services would be increased proportionately as additional schools are phased in. However, this can be controlled by limiting or stopping expansion until funds are obtainable.

(4) Costs

Supplies and equipment costs for counselors include:

Supplies	$150
Desk	168
Chair	56
Bookcase (3-shelf)	35
Side chair (2)	35
File (legal - 4 drawer)	65
Work table - 60 x 30	65
Miscellaneous	15
Total	$589 x 8 = $4,712

Supplies and equipment costs for aides include:

Supplies	$100
Desk	165
Chair	30
Typewriter	480
File (legal - 4 drawer)	65
Cabinet (storage)	60
Table - 60 x 30	65
Side chair (2)	35
Miscellaneous	25
Total	$1025 x 6 = $6,150

Workshop costs include:

Consultant fee (2) @ $200	$400
Mainland travel (2) @ $400	800
Per diem (2) @ $60	120
Surface transportation (2) @ $20	40
Consultants' report	100
Materials and supplies	40
Total	$1500

Table 1: Net Additional Cost Per Year

	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1971-76
Counselors Salaries	90,824	90,824	90,824	90,824	90,824	454,120
Fringe Benefits	16,494	16,902	16,902	16,902	16,948	84,148
Equipment	4,712	4,712	4,712	4,712	4,712	23,560
Total	112,020	112,438	112,438	112,438	112,484	561,828

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - COUNSELING - ADOLESCENCE - PHASE IN THREE SCHOOLS YEARLY WITH COUNSELOR FOUNDATION STAFFING AND SUPPORT SERVICES

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - PHASE IN THREE SCHOOLS YEARLY WITH COUNSELOR FOUNDATION STAFFING AND SUPPORT SERVICES - ON-GOING AND ADDITIONAL COSTS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment				10,862	10,862	10,862	10,862	10,862	54,310
Initial Trng.				1,500	1,500	1,500	1,500	1,500	7,500
Textbks & Man'l									
Sub-Total				12,362	12,362	12,362	12,362	12,362	61,810
3. Operating	(149)	(149)	(149)	(163)	(177)	(191)	(205)	(219)	
Sal. & Wages	1,391,369	1,638,491	1,704,031	1,891,384	2,086,928	2,291,043	2,499,691	2,713,062	13,186,139
Fringe Ben.	246,968	286,244	309,452	343,475	388,375	426,361	465,190	505,221	2,438,074
Supplies	4,564	4,792	5,032	5,284	5,548	5,825	6,116	6,422	34,227
Equipment	3,097	3,249	3,411	3,582	3,761	3,949	4,146	4,353	23,202
Textbooks									
Sub-Total	1,645,998	1,932,776	2,021,926	2,243,725	2,484,612	2,727,178	2,975,143	3,229,058	15,681,642
TOTAL	1,645,998	1,932,776	2,021,926	2,256,087	2,496,974	2,739,540	2,987,505	3,241,420	15,743,452

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - COUNSELING - ADOLESCENCE - PHASE IN THREE SCHOOLS YEARLY WITH COUNSELOR FOUNDATION STAFFING AND SUPPORT SERVICES

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - PHASE IN THREE SCHOOLS YEARLY WITH COUNSELOR FOUNDATION STAFFING AND SUPPORT SERVICES - ADDITIONAL COST									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.				10,862	10,862	10,862	10,862	10,862	54,310
Textbks & Man'l				1,500	1,500	1,500	1,500	1,500	7,500
Sub-Total				12,362	12,362	12,362	12,362	12,362	61,810
3. Operating									
Sal. & Wages				(14)	(28)	(42)	(56)	(70)	
Fringe Ben.				119,192	243,848	374,240	506,216	639,848	1,883,344
Supplies				21,645	45,378	69,644	94,204	119,396	350,267
Equipment									
Textbooks									
Sub-Total				140,837	289,226	443,884	600,420	759,244	2,233,611
TOTAL				153,199	301,588	456,246	612,782	771,606	2,295,421

Counselor Aides Salaries	28,368	28,368	28,368	28,368	28,368	141,840
Fringe Benefits	5,151	5,278	5,278	5,278	5,293	26,278
Equipment	6,150	6,150	6,150	6,150	6,150	30,750
Workshop	1,500	1,500	1,500	1,500	1,500	7,500
Total	41,169	41,296	41,296	41,296	41,311	206,368
GRAND TOTAL	153,199	153,734	153,734	153,734	153,795	768,196

Table 2: Cumulative Costs

	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1971-76
1971-72	153,199	147,854	154,658	156,536	158,568	770,815
1972-73		153,734	147,854	154,658	156,603	612,849
1973-74			153,734	147,854	154,723	456,311
1974-75				153,734	147,917	301,651
1975-76					153,795	153,795
Total	153,199	301,588	456,246	612,782	771,606	2,295,421

2. College information and local occupational information alternatives will not be proposed. Rather, the following recommendations are made. Counselor provided with computer and information support.

   a. Description

      (1) Computerized college selection for mainland-bound college students will be initiated. This service will be initiated during the second semester of the junior year to provide opportunity during the senior year for intensive study of colleges and narrowing of choices which should result in more appropriate college selection. Currently, there are over a dozen organizations and firms in the mainland which have collected basic admission and financial aid information from several thousands post-high institutions and have fed this into computerized data banks. Students complete a detailed questionnaire about their test scores, curriculum desired, types of schools, regions, costs anticipated, campus life expected, etc. The computer attempts to match student with colleges. Most college selection services provide the counselor and student with 10-15 suggested colleges to which the student could seek admission and be accepted, and which most adequately meet his needs. Using this list as a beginning point, the counselor can then counsel intensively with the student to explore and study the colleges on the list, and narrow his choices for application. This does not prevent the counselor from adding more colleges for consideration.

      The Department will pay for the cost for each student to obtain this service.

(2) Local occupational information is to be developed by the Research Division of the State Department of Labor and Industrial Relations. The State Library Services Division media centers will reproduce and distribute information to schools.

b. Advantages

(1) Computerized college selection will reduce workload of high school counselors and provide accurate, efficient, comprehensive, objective, and up-to-date selection of a wide variety of colleges for seniors.

(2) Computerized college selection will reduce the amount of college information in-service training needed for counselors.

(3) Computerized college selection is invaluable from a public relations point of view and to gain confidence and support of parents.

(4) The amount of error and wasted time will be reduced for each student who utilizes computerized college selection.

(5) Local occupational information will be developed by local specialists knowledgeable in this field.

(6) Distribution and updating of local occupational information is eased by use of the State Libraries media centers.

c. Disadvantages

(1) Counselors may tend to rely too much or entirely upon computers for college selection.

(2) Students, parents, and counselors may tend to look upon these choices as final and look no further.

(3) Department of Labor specialists may not be able to adapt style of writing for use by secondary students.

d. Costs

(1) For computerized college selection, costs per student range from $10-$15. By participating on a statewide basis, costs may be negotiated. Two possible selections are National College Selector and the proposed Educational Testing Service College Locator Service being planned. For the present a cost figure of $15 per pupil is used for analysis.

The projected number of students involved are:

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
% of Graduates	12%	14%	16%	18%	20%	22%	
No. of "	1341	1607	1877	2166	2426	2711	12,128
Cost @ $15	20,115	24,105	28,155	32,490	26,390	40,665	181,920

SIX-YEAR FINANCIAL PLAN

"RECOMMENDATION" - COUNSELORS PROVIDED WITH COMPUTER AND INFORMATION SUPPORT

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
COUNSELING - COUNSELORS PROVIDED WITH COMPUTER AND INFORMATION SUPPORT									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l			20,115	24,105	28,155	32,490	36,390	40,665	181,920
Sub-Total			20,115	24,105	28,155	32,490	36,390	40,665	181,920
3. Operating - ON-GOING	(149)	(149)	(149)	(149)	(149)	(149)	(149)	(149)	
Sal. & Wages	1,391,369	1,638,491	1,704,031	1,772,192	1,843,080	1,916,803	1,993,475	2,073,214	11,302,795
Fringe Ben.	246,968	286,244	309,452	321,830	342,997	356,717	370,986	385,825	2,087,807
Supplies	4,564	4,792	5,032	5,284	5,548	5,825	6,116	6,442	34,227
Equipment	3,097	3,249	3,411	3,582	3,761	3,940	4,146	4,353	23,202
Textbooks									
Sub-Total	1,645,998	1,932,776	2,021,926	2,102,888	2,195,386	2,283,294	2,374,723	2,469,814	13,448,031
TOTAL	1,645,998	1,932,776	2,042,041	2,126,993	2,223,541	2,315,784	2,411,113	2,510,479	13,629,951

(2) Local occupational information. There are no additional costs projected. The Department of Labor has agreed to assume responsibility for information development. The media centers of the Library Division has responsibility for reproduction and dissemination of such information.

3. Secondary guidance guidelines and guidance roles and functions definitions alternatives.

Alternatives will not be proposed. Rather, the following recommendations are made:

a. Guidelines be developed for the total secondary guidance program and roles and functions of the counselor, teacher, and pupil is developed by August 31, 1971.

b. Standards for educational-vocational information resources in schools be developed by August 31, 1971.

c. There are no additional costs.

VIII. Criteria for Selection

Primary consideration will be given to the quality and quantity of counseling services provided to students, parents, and teachers so as to meet the stated objectives with reasonable cost.

Specifically, the recommended program will be one which best meets the described program in terms of: (1) resources in personnel and curriculum, (2) staffing, (3) services to meet the needs of all students as well as students with special needs, (4) training which will develop guidance competencies of the staff, and (5) provisions which will remediate most of the deficiencies noted above.

IX. Recommended Program Alternative

A. Counseling Alternatives

It is recommended that Alternative E: Phase in Three Schools Yearly with Counselor Foundation Staffing and Counseling Support Services and Alternative D: Counselors Provided with Computer and Information Support, be selected.

Alternative E provides for a complete minimum counselor foundation staffing, including aides to be phased into three high schools each year, with intermediate schools to follow. This would provide for demonstrating what could be achieved in counseling under recommended staffing conditions. With a small number of schools to begin with conditions could be controlled, supervision exerted, and program direction given. The amoung and rate of expansion could also be controlled based on how the program develops.

Alternative D is necessary for several reasons: (1) tremendous changes in college requirements make it nearly impossible to be up to date, (2) prevent bias and lack of college information on the part of counselors in college counseling, (3) a computer with updated and easily accessible function is far superior to human beings in sorting out objective data in a short period of time, and (4) local occupational information is lacking and must be developed by local specialists. However, this alternative by itself will not be sufficient as it is only enabling services to improve counseling services.

Alternative A: Counselor Foundation Staffing, while acceptable and provides for a total statewide counselor foundation staffing is still insufficient for meeting the developmental counseling needs of all students.

Alternative B: Counselors Assigned to a Complex does not lend itself to a developmental guidance program on which the entire guidance program is based. It tragments services and focuses on remedial and cirses situations.

Alternative C: Counselor Foundation Staffing Supplemented with Aides provides only a partial solution since only the larger schools under the proposal will get aides. Schools will still have insufficient staffing to meet the developmental counseling needs of all students.

In order of priority should "Alternative E or Alternative E and D" be rejected, the following order of priorities is recommended:

1st Priority - Alternative D:	Counselors Provided with Computerized and Informational Support
2nd Priority - Alternative C:	Counselor Foundation Staffing Supplemented with Aides
3rd Priority - Alternative A:	Counselor Foundation Staffing
4th Priority - Alternative B:	Counselors Assigned to a Complex

B. Secondary guidance guidelines and guidance roles and functions definition alternatives.

The recommendations are to develop secondary guidance guidelines, define the roles and functions of secondary counselors, teachers, and pupils, and develop minimum standards of educational-vocational information resources. There are no additional costs.

GENERAL SUPPORT SUB-PROGRAM

Description

General Support Sub-Program is concerned with providing the auxiliary services required to improve all phases of the Guidance Program. It typically includes activities to facilitate the task of achieving the guidance objectives in the schools.

Objective

It is the objective of the General Support Sub-Program to provide the auxiliary services required to improve all phases of the Guidance Program in order to attain the program objectives.

Criteria for Evaluating Efficiencies

The criteria for measuring success in attainment of the General Support Services objective will be secribed in each content area.

Program Structure

The General Support Sub-Program consists of four elements all of which are analyzed in the section that follows:

A. Pupil Information

B. Testing

C. In-service Education

PUPIL INFORMATION ELEMENT

I. Description of the Element

The ability of the individual to interpret and apply his learnings and experiences so that he can make intelligent decisions depends to a great degree upon the kind, accuracy, and realiability of information about himself which have been collected and made available to him. Also, extensive and comprehensive psychological, physical, social-environmental, and educational data help the school become aware of the student's individual strengths and weaknesses which can facilitate teaching and planning with him. Pupil information is needed "(1) to appraise the present in terms of the past, (2) more importantly, to provide the staff with a basis for guiding the pupil's future development."[1]

The desired program of Pupil Information will include the following:

A. Statistical: an integrated and automated pupil attendance and pupil accounting information system.

B. Records: a unified, comprehensive, simple, easily understood, and accessible pupil records system. Records in turn, consists of the following:

1. Cumulative Records
2. Confidential Records
3. Student Self-Appraisal Records

II. Objectives

The objectives of Pupil Information are:

A. To provide counselors, teachers and students with integrated and automated statistical pupil attendance and accounting information.

B. To provide counselors, teachers and students with a unified, comprehensive, simple, easily maintained, and accessible information on student needs, performance, and development.

Success in this program element will be determined by:

A. The emergence of an operable, statewide pupil attendance and pupil accounting system.

B. The emergence of an operable, unified and comprehensive pupil records system.

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[1] Peters, Herman J. and Bruce Shertzer, Guidance: Program Development and Management, Columbus, Ohio, Charles E. Merrill Books, Inc., 1963, p. 340.

THE STATISTICAL PROGRAM

NOTE: The Statistical Program is not administered by the Guidance Program, although it provides necessary and valuable information for guidance and other school programs. Administratively, it belongs under Administrative Services; thus, a complete analysis of the Statistical Program should be performed later.

I. Description of Pupil Statistical Information

Pupil Statistical Information consists of two parts: (1) A Pupil Attendance Reporting and Recording System, and (2) A Pupil Accounting System.

A. A Pupil Attendance Reporting and Recording System should be accurate, easily maintained and current in its information. It should furnish attendance information about pupils--enrollment, absences, tardinesses, disciplinary action taken, and date left school. Reasons for absences, tardinesses, and other activities, and follow-up of absenteeism should be provided and fully documented.

This information is needed for the Guidance Program for the following purposes: (1) Identify students whose absences and tardinesses may be symptomatic of personal-social maladjustment necessitating counseling services, remedial assistance, or referral for therapeutic help. (2) Provide information on the whereabouts of absentees to better coordinate, direct, and provide services to those students. (3) Provide statistical information about attendance which can be used by the counselor for research and study of student population characteristics for curriculum and instruction evaluation and improvement.

B. A Pupil Accounting System should provide accurate and up-to-date information on student enrollment statistics. It should be able to identify each pupil in the public schools of the State and account for his status at any particular moment, within the school system. It should be able to furnish accurate data or student courses, new students enrolled, transfers, dropouts, readmissions, and furnish student follow-up information.

This information is needed by the Guidance Program for several purposes: (1) provide total statewise current information on handicapped children, truants, dropouts, and gifted children; (2) provide current and accurate student statistics for follow-up services, research, and planning.

II. Description of the On-Going Program

Attendance reporting and accounting are manually prepared and statistically summarized in nearly all schools. These processes are performed by the classroom teachers in al elementary schools and in smaller secondary schools. In larger secondary schools these tasks are performed by registrars or clerks.

In secondary schools a listing of absentees is prepared daily and circulated among teachers, and in larger schools, a separate attendance card is maintained for each pupil. These cards are maintained in the counselor's, attendance, or registrar's office.

Department Policy No. 5115 requires that attendance records of all enrolled students shall be kept by the school. The majority of schools maintain registers excepting for selected secondary school which have computerized attendance accounting.

A report on pupil membership and attendance is submitted three times a year, in September, December, and June, to the Statistics Branch of the Office of Instructional Services, with grade level data on (1) regular students enrollments, (2) certified special education students, (3) number retained in grade, (4) pupils graduated in June for grade 12, (5) aggregate days attendance and absence, and (6) average daily membership, attendance and absence in regular and special classes. Schools are not required to maintain a monthly pupil accounting system which will account for all accession and attrition of students and provide a balanced statement of pupil membership at the end of each month.

Individual actions, such as suspensions, exceptions, voluntary and involuntary withdrawals, taken by schools on individual pupils are reported on a Form 419, Pupil Reporting Form, indicating effective date, reason for action, steps taken to help students' to adjust, and further steps to be taken and submitted to the district office and the Guidance Section. The data compiled from the Form 419 are summarized by the Guidance Section and a report on dropouts and suspensions prepared annually. IBM summary listings of actions taken are provided to districts and individual schools.

III. Description of the On-Going Program

A. Adequacies

There are no reportable adequacies.

B. Inadequacies

1. Attendance reporting and accounting are still manually prepared and statistically summarized, a time-consuming chore which is subject to numerous inaccuracies.
2. There is a lack of support staff in schools to perform attendance reporting and accounting functions, causing the counselor to spend an average of five percent of his time with routine attendance checking, follow-up services, and readmission chores.
3. There is a lack of a total statewide pupil accounting system which could identify each student and account at any time for his enrollment status and whereabouts within the school system. This lack of system has prevented the gathering and collating of individual student information systematically and cumulatively for the purpose of individual counseling and planning.

IV. Alternatives for Program Improvement

No alternatives were considered at this time, and the analysis was aimed at identifying deficiencies which may be used in a subsequent and more thorough analysis of this program.

V. Recommended Program Alternative

The existing program will be continued pending the emergence of recommendations for change that should follow a more complete PPB analysis of this program.

THE RECORDS PROGRAM

I. Description of the Records Program

The Records Program consists of Cumulative Records, Confidential Records, and Student Self-Appraisal Records, with their by-products of reports to parents, agencies, employers, and institutions of higher learning. These types of records are described below:

A. Cumulative Record: The cumulative record houses the developmental information about the pupil. The cumulative record is a means of collecting, organizing, and providing information about the pupil to enable the school to assist the pupil to attain maximum learning progress in school. The cumulative record contains information about the pupil such as identifying data, physical health, family background, educational development, standardized test information, school and community experiences, and pupil personality data. These entries originate from information provided by the pupil and parents; ratings and observations of pupil performance in the classroom, information provided by outside resources such as physicians and agency personnel; and information contained in other personal data forms. The information is used by or with school administrators, state/district education officials, teachers, counselors, parents and pupils for student placement, planning and instruction.

The information contained in the cumulative record is not generally classified as confidential and thus may be shared with parents and pupils for assessment and planning purposes. Since the records are developed primarily for use by school personnel to guide student development, it should be easy to interpret and understand, easily maintained and kept current, and stored so that it is easily accessible to school personnel. Additionally, it should be compact to facilitate storage. Information contained in the records which are usually essential for reports to employers and institutions of higher learning should be capable of easy reproduction. All essential data about the pupil--test information, achievement activities, and health--should be consolidated and recorded on one form to prevent fragmentation of data.

B. Confidential Record: The confidential record houses personal and intimate information about the student. The information is selectively shared with school personnel only when the information has a direct bearing upon the pupil's welfare in school and is necessary for his progress and adjustment. It is kept separate from the cumulative records, stored in locked files and kept under custody of the school counselor or the principal. It is not released to out-of-school authorities unless first granted written permission by parents; information is released only to professional personnel qualified to use the data and with a direct interest in the pupil.

The confidential nature of the records is to insure that, while information necessary for the learning and adjustment progress of students should be available to the school, parents, and other concerned, legal and ethical standards involved in the acquisition and use of student information are professionally observed and maintained.

The sharing and utilization of information about students by the school should relate to the learning process, maintenance of morale and discipline in school, understanding of their problems, needs, and adjustment, and promotion of their best interests and welfare. Disclosure of such information, then, should relate directly to one of these intentions, to persons who have responsibilities for such matters and who are professionally qualified to deal with them. Therefore, information should be released only to persons who have legitimate interests in students.

The following types of reports are illustrative of those that may be designated as confidential:

1. Psychological reports
2. Social casework reports
3. Hospital reports
4. Juvenile Court reports
5. Reports of private physician, or psychotherapist
6. Department of Health reports, such as reports of Crippled Children Section, Mental Health Division, Mental Retardation Division, and Maternal and Child Health Services.
7. Military medical, hospital, social service, or psychological reports.

C. Student Self-Appraisal Record: Information about pupils and which are intended for their use are housed in student Self-Appraisal Folders. Through a student Self-Apprisal Folder the student learns about himself. It enables the student to compile and record information about himself such as test scores, marks, subjects taken, personality factors, health, work experiences, and activities for self-appraisal. The data are used to appraise himself in order to develop plans for the future and for conferences with the counselor and his parents. Research by psychologists and educators have long indicated that the best learning occurs when the student is personally involved in the process and when it pertains to something in which he has a personal interest. Although much of the information contained in cumulative records should be shared with students, it is difficult to accomplish this because some of the information may not be appropriate, be in constant use by teachers, and some of the comments and reports by the school staff are personal in nature.

In grades 7-12 each student develops and maintains a folder for himself which he updates regularly. There are provisions in the folder for tentative preparation of plans for high school and the post-high school years. The student develops his plans, using the folder as a guide in the classroom followed by individual and/or group counseling sessions. Also, this folder is closely tied in with the individual's planning of educational programs and course selection. Students then take the folders home for conferences with their parents prior to registration activities. Finally, it is used by the school for conferences with their parents.

The folder is transferred with the student when he changes school and is given to him when he graduates or separates from school.

II. Objective of the Records Program

The objective of the Records Program is to provide complete, accurate, and reliable information on student needs, performance, and development.

A. Objective of the Cumulative Record

The objective of the Cumulative Record is to collect, organize, and provide information about the pupil to enable the professional school personnel to assist the pupil to attain maximum learning progress in school.

B. Objective of the Confidential Record

The objective of the Confidential Record is to collect, organize, and provide personal and intimate information of a confidential nature about the pupil to be used selectively by qualified professional school personnel in helping the pupil with his progress and adjustment in school.

C. Objective of the Student Self-Appraisal Record

The objective of the Student Self-Appraisal Record is to collect, organize, and provide to the pupil ability, academic, personal and other data to help him with a realistic self-appraisal in order for him to progress, adjust, and to plan for the future.

III. Description of the On-Going Program

A. Cumulative Records

1. "Hawaii Cumulative Record Form," Form 13-12, revised June 1962, is the standard cumulative record folder, four pages, used for all students in all grades attending public schools. This is a comprehensive record form used in grades K-12.

   a. Information collected and organized:

      Family data
      Health information
      Subjects taken, marks, credits, gpr, rank in class
      Personality ratings
      Attendance
      Descriptive comments
      Residence record
      School withdrawals and transfers
      Transcript records and recommendations sent
      Record of referrals for specialized services

   b. The data is collected and organized as follows:

      (1) At the elementary level (K-6, K-8) they are maintained and usually filed with the homeroom teacher.

(2) At the secondary level (7-8, 7-9, 9-12, 10-12) these records are usually maintained and filed in the office. There may be a few exceptions or mixes. In larger secondary schools these are maintained by registrars; in others, clerical assistance is used for such purpose. However, the initial folder is developed by the teacher with information obtained from students and parents. The information is updated periodically through student-parent questionnaires.

2. "Standardized Test Record," Form 13-12B, revised June 1967, kept in the Form 13-12, is used for recording all tests taken by students. The posting of a major portion of this form is semi-computerized, i.e., test results from the Department's minimum standardized testing program for individual pupils are reported on printed stick-on labels for adhesion to the form. Also, national tests such as the CEEB-SAT and achievement, PSAT, NMSQT, and ACT are similarly printed for adhesion. Space is provided for hand posting of supplementary tests. Thus, this form represents a cumulative and sequential record of all tests taken by the student from K-12.

3. "Pupil's Health Record," Form 14, revised 1968, is a cumulative card containing the student's health history, status, and corrective measures taken during his enrollment in school from K-12. It contains family data, physician's examination, significant findings and recommendations, significant history, immunizations, communicable diseases, surveys, laboratory findings, vision-dental-hearing record, and descriptive health story comments. It is filed with the Form 13-12.

B. Confidential Student Records are maintained by the counselors in locked files. In schools without assigned counselors these records are maintained by principals. There is no standard form designed to be used statewide. The Department has developed a policy "Confidential Pupil Personnel Records" which outlines safeguards, kinds of records, filing, transmittal, and storage of records. The Department considers the information contained in the cumulative folder (Form 13-12) as not in the confidential category and may be released to institutions of higher learning, employers, and agencies without parental consent. However, confidential student records are not released without proper parental consent. The confidential records are handled by counselors and administrators with discretion and shared with teachers usually in conferences so that they can best be used to help students.

C. Student Self-Appraisal Folder has been developed by the Guidance Section as a means for the student to know about himself and used in the process of self-appraisal. Its purpose is to enable the student to gather information about himself pertaining to test scores, marks, subjects taken, personality factors, health, work experiences, activities, etc., develop plans for the future, use it for self-appraisal, conferences with his parents and school officials. The goal of this activity then is to enable the student to mature in the processes and skills of making educational-vocational decisions about the future.

In grades 7-12 each student develops and maintains a folder for himself to be updated regularly. There are provisions for tentative preparation of plans for high school and post-high school years. Students develop them in group guidance sessions which are followed up with individual and/or group counseling sessions. This folder is closely tied in with individual pupil program planning and registration. There are provisions for students to take them home for conferences prior to registration activities. It is uded for parent conferences, and transferred with the student when he changes school in the state and is given to him when he graduates, separates from school, or leaves the state.

IV. Assessment of the On-Going Program

A. Cumulative Records

1. Adequacies

The report, Guidance and Counseling in Hawaii's Public Schools, A Status Study, February-June 1966, indicated that elementary school cumulative records are adequately maintained and kept up to date. All records are maintained and utilized in the classroom. Counselors report that the elementary level cumulative records provide adequate information for the staff and faculty.

2. Inadequacies

a. The Department has no written state policy requiring and establishing a cumulative record system, although in August 1962 the Office of Research and Statistics prepared instructions on how to complete the revised Cumulative Recorder Folder, Form 13-12. There are no guidelines on how to use the information contained in the cumulative records.

b. There are three separate forms--cumulative folder, test record, and health record--constituting the cumulative record system which tend to give a fragmented appraisal of the student.

c. Usage of records by teachers and sometimes counselors in the secondary grades is inadequate due to limited accessibility and understanding of their purposes.

d. Present records are bulky, and storage space for inactive records is a problem.

e. In high schools, transcript processing procedures from records for transmittal to institutions of higher learning are inadequate and time consuming.

B. Confidential Records

1. Adequacies

There are no program adequacies.

2. Inadequacies

a. There is no guideline defining what constitutes "confidential" information. Schools are unable to separate materials and information which should be placed or recorded in the cumulative folder or be kept separate in the confidential folder.

b. There is no Department code of ethics for educators, portions of which should include professional responsibilities and relationships to pupils, parents, the community, and particularly to confidential information.

That there is a need for general policies and principles covering such standards of use has been recognized by national organizations dealing with student welfare. For example the American Personnel and Guidance Association as early as June 1, 1961 issued a "Statement of Policy on the Use of Student Records" which affirmed that "the best interest of the student is served when school record information is interpreted by appropriate professional personnel. Any decision as to the display of such information for visual inspection by the parent or guardian must rest with the professional judgment of the appropriate school personnel."

Also, the National Education Association in its Code of Ethics, 1952, stated that the teacher will:

> "...provide parents with information that will serve the best interests of their children, and be discreet with information received from parents."
>
> "...refrain from discussing confidential and official information with unauthorized persons."
>
> "...respect the right of every student to have confidential information about himself withheld except when it is released to authorized agencies or is requested by law."

c. There is no policy on who shall be authorized to obtain confidential information, and what kinds of information shall be released.

C. Self-Appraisal Records

1. Adequacies

The feelings of counselors, teachers, and students are that it has value for use with students in self-evaluation and planning, and it should be separate from official school records so that students can use it.

2. Inadequacies

   a. Three-fourths of secondary schools developed the Student Self-Appraisal Folder. However, only one-fourth of the parents indicate that their children take the folders home for discussion.

   b. There is a need to develop guidelines for the preparation and uses of student Self-Appraisal Folders, particularly the process of student involvement. The content of the Student Self-Appraisal Folder needs to be modified also.

V. Alternatives for Program Improvement

A. Cumulative Records System

1. Pre-Adolescence

The elementary cumulative record system appears to be adequate at present. It provides sufficient information, is properly maintained and current, and is utilized in the classroom. Thus, no proposal for changes is being made at present.

Costs: No additional costs.

2. Adolescence

   a. Summary Listing of Possible Alternatives

      (1) Alternative A: Separate Updated Cumulative Records
      (2) Alternative B: "VisiRecord" Cumulative Records
      (3) Alternative C: Computerized Cumulative Records

   b. The Analysis Performed

      (1) Alternative A: Separate Updated Cumulative Records

(a) Description

The present system of three separate cumulative record forms (Cumulative Record Folder, Form 13-12, Rev. June 1962; Standardized Test Record, Form 13-12b, Rev. June 1967; and Pupil's Health Records, Form 14, Rev. 1968) be retained but with a few minor modifications in style and content.

(b) Advantages

Separation of the forms makes it possible for a staff member to update and use specific records without interfering with and holding up their use by other staff members.

(c) Disadvantages

.Student records are fragmented into three parts: records, test data, and health information.
.Bulkiness creates a storage problem.

.There is a tendency to collect much inappropriate, "unedited" materials, which are indiscriminately destroyed when records are inactivated.
.Records are difficult to reproduce.
.Records are not easily accessible to users.

(d) Costs

Records development costs in 1970-71	$500

(2) Alternative B: "VisiRecord" Cumulative Records

(a) Description

Convert to a new "VisiRecord" cumulative record system. It consists of information about pupils which have been consolidated and posted on one or several sheets placed in storage racks. These records are readily visible and easily handled. A built-in system of controls makes it easy to detect missing records.

The "VisiRecord" would combine three presently used cumulative record forms--Form 13-12, 13-12b, and 14. Test data is already reported back in the form of stick-on labels which could be adhered to the "VisiCard." Health data as reported by physicians, dentists, optometrists, hearing specialists, etc., could be reported also on stick-on labels. A committee of registrars and counselors will study and make recommendations on standardization of the content desired.

To create greater use of the cumulative records at the secondary level and to make them more accessible, it is proposed that at least one set of each of the "VisiRecord" for every student be reproduced on a copying machine and be placed in the hands of homeroom teachers who will share it with other teachers concerned with the pupil. These duplicated records should be reproduced at the beginning of each semester for distribution. These sets could be updated by the pupil's teachers and returned to the office at the end of the semester or year for updating of the office copy and for subsequent reproductions. All high schools now have the resources and the capacity for such reproduction. Intermediate schools without such facilities could be serviced by high schools.

Transcript processing procedures from the "VisiRecord" are done through the reproduction process, with supplementary information added by the school as needed. Such reports could be generated for institutions of higher learning, employers, and community agencies. Since most of the large high schools, including several feeder intermediate schools, have already converted to the use of the "VisiRecord," it is proposed that all secondary schools in the Department adopt this simplified record form. The present Form 13-12 will be discarded. Cabinets for storage of the "VisiRecord"

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE A" - PUPIL INFORMATION - CUMULATIVE RECORDS SYSTEM - SEPARATE UPDATED CUMULATIVE RECORDS
(Cost Categories and Cost Elements)

GENERAL SUPPORT	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
PUPIL INFORMATION - RECORDS SYSTEM - SEPARATE UPDATED CUMULATIVE RECORDS									
1. Research & Dev.									
Research - Records Development			500						500
Planning									
Test & Eval.									
Sub-Total			500						500
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l									
Sub-Total									
3. Operating									
Sal. & Wages									
Fringe Ben.									
Supplies									
Equipment									
Textbooks									
Sub-Total									
TOTAL			500						500

will be an initial investment; however, several high schools are already equipped with cabinets.

(b) Advantages

- Three forms can be consolidated into a single, composite form.
- "VisiRecord" removes the possibility of loss of data since there will be no need for a folder. Data will need to be recorded and summarized so that the essentials are kept and recorded on the "VisiCard."
- To a considerable extent it removes handposting since much of the data can be semi-computerized and reported back as "stick-on" labels.
- It reduces many bulky files; an entire school's current files can be centralized into one container for ease of handling, storage, and use. It reduces the need for microfilming.
- It extends usage and access of records to more people due to the ease of records reproduction.
- It facilitates duplication of records for reports to institutions of higher learning, employers, and agencies.
- Monetary savings can be realized in the elimination of bulky files, storage space, and personnel filing time.
- Statistical count, as well as identity of students required for reporting purposes may be easily obtained by scanning and counting the "VisiCards."
- Training for filling out information on the card and filing of cards can be easily accomplished by means of a printed instruction sheet, as the change only involves a new form and a new file.

(c) Disadvantages

- Simplification of records may result in insufficient kinds of information on student.
- Summary notes and evaluation by teachers of students may be too brief.
- There is no provision for the collection of anecdotal notes and observations by teachers or counselors.
- Teachers are required to summarize observations, notes, comments, etc. on students into summary statements. In summarizing, some of the pertinent and descriptive information may be lost in the process.

(d) Costs

.Initial equipment cost for 55 intermediate and high schools. Very small schools only require cards, no files. File capacities allow for a minimum of 20% expansion. Includes freight and state tax.	$32,400

.Initial card cost. 100,000 2-card sets required. Additions to present card would be 7th and 8th grade data sections, health record and more space for test score pressure--sensitive labels. 200,000 cards @ 25/M, plus $500 for composition of four plates (two plates per card) and 55 changes for individual school name at the bottom of the card. Each student begins with an initial set of cards which are used continuously through his secondary grades. Cards are needed only for new students. 5,500

.Subsequent six year equipment and card supplies cost, anticipating price and freight increases. $37,900

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
.60,000 cards (30,000 2-card sets) per year @ $30/M	5,500	1,800	1,800	1,800	1,800	1,800	14,500
.New equipment and card cost of two schools per year, with 1,500 pupils	32,400	1,500	1,500	1,500	1,500	1,500	39,900
Total	37,900	3,300	3,300	3,300	3,300	3,300	54,400

.Conversion of Pupil's Health Form (Form 14) to fit the "VisiRecord" system will cost $2,500.

Costs for printing of "stick-on" labels for test data is budgeted by the Testing Program.

.Total Costs

Conversion of "VisiRecord" System	54,400
Pupil Health Form	2,500
Total	56,900

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B" - PUPIL INFORMATION - GENERAL SUPPORT - "VISIRECORD" CUMULATIVE RECORDS

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
GENERAL SUPPORT - PUPIL INFORMATION - "VISIRECORD" CUMULATIVE RECORDS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment			32,400	1,500	1,500	1,500	1,500	1,500	39,900
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l									
Sub-Total									
3. Operating			8,000	1,800	1,800	1,800	1,800	1,800	17,000
Sal. & Wages									
Fringe Ben.									
Supplies									
Equipment									
Textbooks									
Sub-Total									
TOTAL			40,400	3,300	3,300	3,300	3,300	3,300	56,900

(3) Alternative C: Computerized Cumulative Records

(a) Description

Cumulative records be machine processed on information available on each pupil. A central computer will be linked to satellite units housed in the high schools of proposed feeder complexes. Through the satellite units, pupil information can be collected by schools on optical scanning sheets and transmitted to a central computer for storage. From this central unit, the satellite unit will be able to obtain necessary print-out data about individual pupils. Complete print-out sheets of cumulative record could be obtained directly from the computer, including duplicate sets for wide distribution among staff. Transcripts, reports, etc., can be generated for transmittal to agencies, employers, and institutions of higher learning. As an example, our University System could be linked to the central computer and for students seeking admission and admission information transmitted directly to the University System computer for admissions office use without in between clerical work. Report cards can also be processed and prepared.

(b) Assumptions

The Department will be committing itself to full computerization, and that it will be organizing for computerization and developing specifications for the pupil information system which is to be incorporated into the computer system.

Availability of financial resources for equipment and personnel and the availability of trained personnel will become a reality.

(c) Advantages

- .Schools will be relieved of routine clerical work.
- .Information will be legible, accurate, and current.
- .Savings will occur in storage space, facilities, equipment, and personnel time for filing and maintaining records.
- .Easy accessibility of information leading to wider use will be realized since duplicate sets of records are easily available.
- .Information will be uniform and integrated, which will lead to better educational programs and planning.

(d) Disadvantages

- .In the process of computerization and the attempt to relieve the classroom teacher of clerical duties, the teacher may lose awareness of the human aspects related to teacher involvement in pupil's record of attendance.
- .Teachers may become less aware of student problems and the need for follow-up services.

(e) Costs

Cost figures are unavailable at present. The Statewide Information System, of which the Department will be a part, is being planned and developed by SWIS.

VI. Criteria for Selection

Primary consideration will be given to selecting a records system that will provide adequate pupil information, is efficient and easily maintained, is updated regularly, is housed conveniently and can be reproduced with the least amont of clerical work, and is easily accessible. Also, there should not be expensive starting costs, and upkeep costs should be nominal.

VII. Recommended Program Alternative

It is recommended that:

A. At the pre-adolescent level, the present cumulative record system be retained.

B. At the adolescent level, Alternative B: "VisiRecord" Cumulative Record be adopted. This proposal remedies nearly all the present deficiencies in the present system through a consolidation of records, elimination of bulky files, extension of usage and access to records, providing for ease of maintenance and duplication of records.

Alternative A, Separate Updated Cumulative Records still fragments the records system and does not eliminate problems of storage, accessibility, and reproduction of records.

Alternative C, Computerized Cumulative Records is currently and in the foreseeable future not feasible in view of the uncertainties of the SWIS.

In order of priority, should the recommended program alternative be rejected, the following order of priorities is recommended:

1st Priority - Alternative A, Separate Updated Cumulative Records
2nd Priority - Alternative C, Computerized Cumulative Records

C. Confidential Records System

No alternatives will be proposed at this time.

The program proposed is to maintain the present confidential records folder, accompanied by guidelines for its improvement. The guidelines are:

1. Review and update by June 1971 Department Policy No. 5146 "Confidential Pupil Personnel Records" for revision to include definition of "Confidential Information" and to develop guidelines for: (a) kinds of materials to be kept separate from the cumulative record folder, (b) kinds of information which may be released, and (c) person(s) authorized to receive such information.

   A committee chaired by the State Educational Psychologist and composed of specialists in counseling, special education, speech and hearing, including district specialists, special administrators, and counselors shall review the present policy and propose a new one for adoption by the Board of Education.

   Costs. None.

2. Prepare by December 1976 a code of ethics for professional and clerical staff in education dealing with the sharing of pupil confidential information with others on the staff, with parents, and with people in the community.

   A committee designated by the superintendent will prepare a code of ethics for adoption and implementation.

   Costs. None.

D. Self-Appraisal Records

No alternatives will be proposed at this time.

The program proposed is to maintain the present Self-Appraisal Folder accompanied by a guideline for its improvement. The guideline is to review and modify the folder in the following areas by December 1971.

1. Purpose of various sections of the folder.
2. Procedures for recording information.
3. Techniques for interpretation.
4. Use of the folder for self-appraisal and for planning.
5. Use of the folder for counseling.
6. Case studies examples and discussions.
7. The use of "paste on" labels for such information as test data and school subjects taken.

. Costs

Self-Appraisal Folder development costs for 1970-71 (includes consultation fee for form revision and layout)	100
Self-Appraisal Folder 12,431 @ .05 each at 9th grade	622
	722

Total cost for the recommended Cumulative and Self-Appraisal Records Systems over the next six years appear below:

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	Total 1970-76
"VisiRecords"	37,900	3,300	3,300	3,300	3,300	3,300	54,400
Pupil Health Form	2,500	-	-	-	-	-	2,500
Self-Appraisal Record	722	-	-	-	-	-	722
Total cost	41,122	3,300	3,300	3,300	3,300	3,300	57,622

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE D" - PUPIL INFORMATION - GENERAL SUPPORT - SELF-APPRAISAL RECORDS

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
GENERAL SUPPORT - PUPIL INFORMATION - SELF-APPRAISAL RECORDS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment									
Initial Trng.									
Textbks & Man'l									
Sub-Total									
3. Operating									
Sal. & Wages									
Fringe Ben.									
Supplies			722						722
Equipment									
Textbooks									
Sub-Total			722						722
TOTAL			722						722

SIX-YEAR FINANCIAL PLAN

"ALTERNATIVE B AND ALTERNATIVE D" - PUPIL INFORMATION - RECORDS SYSTEM - GENERAL SUPPORT

(Cost Categories and Cost Elements)

	Actual 1969	Estimated FY 1970	Budget Year FY 1971	Projected FY 1972	Projected FY 1973	Projected FY 1974	Projected FY 1975	Projected FY 1976	Total 1971-1976
PUPIL INFORMATION - RECORDS SYSTEM - CUMULATIVE AND SELF-APPRAISAL RECORDS SYSTEMS									
1. Research & Dev.									
Research									
Planning									
Test & Eval.									
Sub-Total									
2. Investment									
Bldg. & Facil.									
Equipment			32,400	1,500	1,500	1,500	1,500	1,500	39,900
Initial Trng.									
Textbks & Man'l									
Sub-Total			32,400	1,500	1,500	1,500	1,500	1,500	39,900
3. Operating									
Sal. & Wages									
Fringe Ben.			8,722	1,800	1,800	1,800	1,800	1,800	17,722
Supplies									
Equipment									
Textbooks									
Sub-Total			8,722	1,800	1,800	1,800	1,800	1,800	17,722
TOTAL			41,122	3,300	3,300	3,300	3,300	3,300	57,622

THE TESTING PROGRAM

NOTE: The Testing Program is not administered by the Guidance Program, although it provides valuable information for guidance and other school programs. It provides support services to the Guidance Program.

I. Description of the Testing Program

It has been long recognized that each child is an individual whose growth pattern is unique and that individuals develop at different rates in different ways. But an even more important recognition is the fact that in order for the individual to achieve success in his academic and personal life as well as in his educational and career planning, the school personnel must come to know the pupil and to help the pupil come to better know himself. To this end, there must be a systematic means of inventorying the strengths, limitations, and needs of the pupil throughout the period of his schooling.

When measures of pupil growth are wisely selected, carefully administered and interpreted in proper relationship to other data available on the pupil, the testing program provides a vital supportive service for implementing the total guidance program.

The Testing Program consists of three areas. They are: (1) The Minimum Testing Program, (2) The Supplementary Testing Program, and (3) The Psychological Testing Program.

A. The Minimum Testing Program

The Minimum Testing Program consists of a sequence of ability, achievement, and other standardized tests administered to all students at prescribed grade levels. It is designed to provide continuous, consistent, and comparable measures of the pupil's progress as they move through the elementary and secondary grades.

B. The Supplementary Testing Program

The Supplementary Testing Program is planned and implemented by the individual schools to meet their particular needs, beyond the data which are obtained from The Minimum Testing Program. These additional standardized tests are used by the schools to assist teachers in their instructional program and to provide additional data for general guidance, and for counseling. The supplementary tests are selected with definite purposes in mind; therefore, knowledge of the adequacy of the tests chosen is important. There is a planned use of test results.

C. The Psychological Testing Program

The Psychological Testing Program consists of standardized tests which are administered individually by qualified psychologists who also interpret the results to administrators, counselors, teachers, and parents. These tests are primarily used as diagnostic instruments to provide data for counseling, individual remediation, special placement, identification of specific strengths and weaknesses, and designing special programs for individual students.

II. Objective of the Testing Program

The objective of the Testing Program is to provide periodic and comparable data of ability, achievement, and other measures of the individual's progress in school.

A. Objective of the Minimum Testing Program

The objective of the Minimum Testing Program is to provide test data to indicate the individual's standing each year relative to his own growth and to the group to which he is being compared.

B. Objective of the Supplementary Testing Program

The objective of the Supplementary Testing Program is to provide additional test data, beyond the Minimum Testing Program, for selected individuals and groups, for teaching, placement of students, prediction of performance and effects of programs, diagnosis, and evaluation of individual progress and techniques.

C. Objective of the Psychological Testing Program

The objective of the Psychological Testing Program is to provide specialized test data on an individual basis, usually unavailable or sufficiently precise through the Minimum or Supplementary Testing Program, for diagnosis, prediction of performance, and placement.

III. Description of the On-Going Program

The Board of Education has established Policy No. 6142, Policy on Group Testing, which states "a state-wide minimum testing program shall be established which provides periodic and comparable data of the individual's program. This program shall include a sequence of ability, achievement, and other standardized tests to be administered to all those regularly-enrolled at prescribed grade levels . . . Schools may use additional authorized standardized tests as part of the school's supplementary testing program when such tests are approved by the respective district superintendent . . . Test records are to be kept in such a manner that teachers can readily use them to appraise the individual's growth and progress."

A. Minimum Testing Program

The Minimum Testing Program is developed annually and consists of a sequence of scholastic ability and achievement tests administered annually to all regularly enrolled pupils, including:

Three achievement tests and two combinations of scholastic ability and achievement tests at the elementary level (grades 1-6).

Six achievement tests, one combination of scholastic ability and achievement tests, and one multi-aptitude test battery at the intermediate level (grades 7-9).

- Three achievement tests and two combinations of scholastic ability and achievement tests at the senior high level (grades 10-12).

Interest and vocational inventories and preference records are administered in grades 7-12 when appropriate for guidance purposes.

This program is under the direction and leadership of the Testing Program in the Office of Instructional Services. It is carried out in the districts by the district superintendents through the district testing coordinators, the principals, school testing coordinators, counselors, and teachers.

B. Supplementary Testing Program

The Supplementary Testing Program is devised by the individual schools to meet their particular needs. These additional standardized tests are used by the schools to assist teachers in their instructional program and to provide data, general guidance and for counseling, beyond the date which are obtained for the Minimum Testing Program. It is also administered by the State Testing Program.

C. The Psychological Testing Program

The Psychological Testing Program is under the direction and leadership of the Educational Psychologiest in the Special Education Branch of the Office of Instructional Services. Standardized tests are administered individually by qualified psychological examiners assigned to each district who also interpret the results to administrators, counselors, teachers, and parents. Written as well as oral reports are provided to schools. Results of tests are shared with authorized individuals and organizations outside of the Department, following Departmental procedures. The test results provide data for counseling, individual remediation, special placement, identification of specific strengths and weaknesses, and for designing special programs for individual students.

IV. Assessment of the On-Going Program

A. The Minimum Testing and Supplementary Testing Programs

1. Procedures

    a. There are no prescribed procedures on how and by whom tests should be administered in schools.

    b. There is a need for clarification of the roles and functions of school testing coordinators.

    c. There is poor orientation of students and teachers to testing procedures.

2. Application of test results

    a. There is a need for more effective procedures for interpreting test results to parents and students.

b. There is a need for more guidelines for interpretation of the tests used in the minimum testing program.

c. Teachers are inadequate in their application of the test results in the classroom to individual students and groups of students for guidance and instruction.

d. Principals are inadequate in their knowledge of testing, particularly the implementation of the State program of testing, interpretation of data, application of results to solution of school problems, curriculum, and guidance.

3. Evaluation of Testing Programs

a. There has been dissatisfaction expressed by principals, counselors, and teachers concerning the excessive amount of testing now in progress.

b. There is very little evaluation of the effectiveness of the testing program at the school, district and state levels.

c. There is a need for better tests that are correlated with and designed to measure Hawaii's educational objectives, and which are sequential and provide reliable measures over a period of time.

d. There is a need for better screening and evaluating present and new tests, particularly in relationship to the specific eeucational objectives of the various programs in the Department.

e. Despite a comprehensive Minimum Testing Program, schools continue to use a significantly large number of supplementary tests.

B. The Psychological Testing Program

1. There is no written policy on criteria for identifying and referring pupils who have special needs and problems.

2. Evaluation services to schools on referred cases are not satisfactory for most of the schools of the State.

3. Follow-up programs on pupils who were evaluated are inadequate. Teachers are not adequately apprised of progress or advised on techniques to employ in helping their pupils.

V. Alternatives for Program Improvement

No alternatives are proposed at this time. Instead, it is recommended that a PPB analysis be performed for the total testing program.

IN-SERVICE EDUCATION PROGRAM ELEMENT

I. Description of the Program Element

The scope and sequence of guidance responsibilities of the classroom teacher is defined and described in Section 9.00, Instructional Policies and Implementing Programs of the Department of Education. The classroom teacher is described as having a key role in the guidance program and assumes the following classroom conditions: (1) creating and maintaining a classroom atmosphere that is conducive to shared growth among teachers and pupils, and (2) accepting the pupil for what he is and helping him grow. This, in turn, pre-supposes that all teacher have definite responsibilities (scope of the program) for guidance, and that there is a sequential development of guidance responsibilities from kindergarten to grade 12.

The scope of the guidance responsibilities of the classroom teacher, generally, would include: (1) helping the pupil to adjust to new situations, (2) studying and understanding the individual, (3) helping groups to meet both individual and common needs, (4) guiding and counseling the pupil to achieve growth, and (5) evaluating the effectiveness of her guidance efforts with students.

To understand, assume, and carry out these guidance responsibilities require guidance competencies of teachers which are obtainable partially through education and experience, and partially through the innate or developed personalities of teachers.

Personality factors can be partially controlled through careful screening and selection of teachers and possibly through experiences and proper supervision, which hopefully will modify personalities. One major factor which can be considered is through pre- and in-service training of teachers, by providing guidance information and techniques to teachers which could be applied in the classroom, and developing understandings which hopefully would modify teachers' attitudes toward and their perceptions of children.

II. Objective

The objective of guidance In-Service Education Program Element is to establish and implement a program of pre- and in-service education in guidance philosophy and techniques for all classroom teachers.

The attainments sought are:

1. All teachers in the Department will have at least one basic course in guidance by summer 1975.
2. A basic course in guidance will be a prerequisite for teacher certification by 1975-76.

3

III. Description of Evaluative Device

Teachers' college transcripts or other records of training taken will be evaluated to determine whether guidance courses are being taken to meet the objective.

IV. Description of the On-Going Program

A course in guidance is not a present Department prerequisite for teacher certification at any level; nor do the local institutes of teacher education and most mainland institutes of teacher training require a guidance course as a prerequisite to graduation. The Department has recognized the need for guidance competencies on the part of teachers by initiating a substantial number of "B" Credit In-Service Workshops at the school, district, and state levels in guidance areas. However, there is no teacher personnel report which currently indicates the number of teachers who have had a course in guidance.

V. Assessment of the On-Going Program

A. Adequacies

The program is not adequate at present.

B. Inadequacies

1. There is no requirement that teachers have knowledge and competencies in guidance although they are required to have guidance understandings and utilize guidance techniques in their instruction.
2. There are insufficient guidance offerings in local institutes of teacher training to meet our Departmental needs. (e.g., a basic course in guidance offered during spring 1969 had over 400 enrolled taught by one instructor).
3. The Department is unable to sponsor sufficient guidance workshops to meet teacher needs.
4. There are insufficient personnel to instruct guidance courses or Department in-service workshops on guidance.

VI. Description of Problem

The basic problem, collectively, is the lack of a guidance course requirement for teachers and inadequate resources to provide guidance training for all teachers.

To resolve the problem recommendations will be proposed to include guidance as a requirement for all teachers and a program to develop competency in this area.

VII. Alternatives for Program Improvement

At this time, alternatives will not be made. Rather recommendations for improvement will be proposed.

A. All principals ask teachers to take at least one basic course in guidance as part of their incentive program and that this effort be given priority.

B. The Department through the Teacher Education Coordinating Committee work towards a basic guidance course being a pre-requisite for teacher education.

C. The Guidance Program work with the local teacher education institutes to develop a basic guidance course to meet the needs of the Department.

There are no additional costs for these proposals.

TOTAL GUIDANCE PROGRAM PRIORITIES

The following problems have been identified in the Guidance Program. Briefly stated, they are:

(1) Educational-Career Instruction Element - Pre-Adolescence Sub-Program

   a. Lack of guidelines for elementary educational-career instruction.

   b. Teacher inadequacy in elementary educational-career instruction.

(2) Counseling Element - Pre-Adolescence Sub-Program

   a. Inadequate elementary counseling services to meet the needs of larger schools with 1000+ enrollments.

   b. Inadequate statewide guidelines for elementary guidance program, including roles and functions of the elementary counselor.

(3) Educational-Career Instruction Element - Adolescence Sub-Program

   a. Lack of guidelines for secondary educational-career instruction.

   b. Teacher inadequacy in secondary educational-career instruction.

(4) Counseling Element - Adolescence Sub-Program

   a. Inadequate statewide guidelines for secondary guidance program, including guidance roles and functions of secondary counselor, principal, and teacher.

   b. Lack of information about mainland colleges and local occupational information.

   c. Secondary counselor inadequacy in vocational counseling.

   d. Inadequate secondary counseling services to serve the needs of some schools without counseling services or with excessive counselor-pupil staffing.

(5) Pupil Information Element - General Support Sub-Program (not administratively belonging exclusively to the Guidance Program, nevertheless important and supportive to guidance)

a. Attendance reporting and accounting system in schools are operated manually and out-dated.

b. Lack of supportive staff in secondary schools to implement pupil attendance and accounting functions.

c. Lack of a statewide pupil accounting system.

d. There is no Departmental policy requiring and establishing a cumulative record system, nor guidelines for the use of the records information.

e. The secondary cumulative records are inadequate, poorly maintained, infrequently used by teachers, present a storage problem, and difficult to abstract for transcript purposes.

f. There are no guidelines for student confidential information and code of ethics for educators on the use of pupil information.

(6) In-service Education Element - General Support Sub-Program

Elementary and secondary teacher inadequacy in knowledge and competencies in guidance.

The set of criteria used to establish priorities among the recommendations is as follows:

(1) Lack of guidelines or curriculum for guidance instruction, including organization for instruction.

(2) Comprehensiveness and completeness of guidance instruction and services to students.

(3) Teacher and counselor adequacies in implementing the program.

(4) Support services which affect classroom instruction and counseling services.

In summary, then, the first priority recommendations from each element are further ordered according to the above criteria as follows:*

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*There will be two sets of priorities: (1) those specifically belonging to the Guidance Program, and (2) those not administratively belonging to the Guidance Program but which affect and are important to Guidance, the cost of which should not be charged to the Guidance Program.

(1) Formulate guidelines and curriculum for secondary educational-career instruction and implement the program as a formal course on a statewide basis.

The first-year cost (expansion only) is $2,500.

The six-year cost (expansion only) is $272,265.

(2) Provide secondary counselors with computerized college selection and occupational information support.

The first-year cost (expansion only) is $20,115.

The six-year cost (expansion only) is $181,920.

(3) Formulate guidelines for elementary guidance instruction to be integrated into subject areas and implement program on a statewide basis.

The first-year cost (expansion only) is $5,000.

The six-year cost (expansion only) is $60,000.

(4) Staff all elementary schools with 1000+ enrollment with a counselor.

The first-year cost (expansion only) is $234,059.

The six-year cost (expansion only) is $362,222.

(5) Revise and convert cumulative record system. (Not administratively belonging to guidance and should not be charged to the Guidance Program).

The first-year cost (expansion only) is $41,122.

The six-year cost (expansion only) is $57,622.

The following priority recommendations, which are no additional cost items or undetermined cost items, are further ordered according to the criteria as follows:

(1) Develop guidelines for secondary guidance and guidance roles and functions of counselor, teacher, and principal.

(2) Develop guidelines for elementary guidance and guidance roles and functions for counselors.

(3) All elementary teachers required to have six credits in elementary guidance and counseling philosophy and techniques.

(4) Include university guidance course requirement for all in-service teachers and make it a pre-requisite for future teacher certification.

There are no costs.

(5) Develop code of ethics for educators on use of pupil information.

There are no costs.

(6) Revise and computerize pupil attendance and accounting system.

Costs will need to be determined later through a PPB analysis.

(7) Reassess and evaluate total testing program.

Costs will need to be determined later through a PPB analysis.

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APPENDIX A

PROPOSED

EDUCATIONAL ASSISTANT (COUNSELOR AIDE)

Responsibility and Supervision:

The counselor aide is responsible to the principal of the school to which he is assigned and works under the supervision of the counselor(s) of that school.

Duties:

The counselor aide shall assist the counselor in the performance of the following specific duties:

1. Study cumulative records to obtain and summarize information on individual students for the counselor.
2. Screens cumulative records to identify student needs for counseling.
3. Prepares preliminary information about students for counselor for:
   a. Case studies and referrals.
   b. Prospective employers.
   c. Prospective schools and colleges.
4. Maintains routine counselor records.
5. Does routine scheduling for counselor such as:
   a. Interviews and conferences with students, parents, and teachers.
   b. Career conferences.
   c. School-college conferences.
   d. Military guidance conferences.
   e. Employment and job placement.
6. May conduct routine preliminary student interviews to obtain background information for counselor.
7. Provides routine information to groups of students.
   a. Orientation activities.
   b. Career conferences.
   c. School-college conferences.
   d. Financial aid opportunities.
   e. Military guidance conferences.
   f. Occupational information.
8. Maintains educational-vocational information files and library.
9. May assist the counselor with and participate in multiple counseling sessions.

10. Participates in group testing activities:
    - a. Proctoring of tests.
    - b. Supervising make-up tests.
    - c. Ordering, scheduling, scoring, and sorting of tests.

11. Does routine attendance checking--telephoning, mail, and home visitation.

12. Does routine computational and clerical operations in evaluation and research:
    - a. Studies to identify students' needs and school and community characteristics.
    - b. Follow-up studies of students, dropouts, counseled students, etc.
    - c. Summarization of group test information.
    - d. Community educational and occupational surveys.
    - e. Collect data for expectancy studies.

13. Clerical
    - a. Types referrals.
    - b. Prepares replies to routine guidance correspondence.

14. Arranges and sets up guidance displays--bulletin board, exhibits.

Qualifications:

1. Academic:
    - a. High school graduate with at least one successful year of college, preferably two years (Associate in Arts degree).
    - b. Successful completion of at least one basic course each in the behavorial sciences, social sciences, and measurement.

2. Personal qualities such as:
    - a. Maturity and stability; ability to accept and work under supervision.
    - b. Ability to relate to and work with children and adults.
    - c. Skill in communicating with others.
    - d. Possesses professional ethics.

3. Clerical and other skills:
    - a. Proficiency in typing and filing.
    - b. Mathematical ability--knowledge of elementary algebra.
    - c. Command of oral and written English.

VISIrecord Pupil Record System

SCHOOL	1969-70 ENROLLMENT	EQUIPMENT QTY. & MODEL	EQUIPMENT COST	RECURRING NO. OF NEW 2-CARD SETS REQUIRED
Central Inter.	700	1-MC3011	$ 475	200
Dole Intermediate	1,300	1-LC3011	625	500
Farrington High*	3,000	1-LC3011	625	1,100
Jarrett Intermediate	1,100	1-MC3011	475	400
Kaimuki High*	2,300	1-MC3011	475	800
Kaimuki Intermediate	1,900	2-MC3011	950	700
Kalakaua Intermediate	1,600	1-LC3011	625	600
Kalani High*	2,700	1-LC3011	625	1,000
Kawananakoa Intermediate	1,400	1-LC3011	625	500
McKinley High*	2,200	1-LC3011	625	800
Niu Valley Intermediate	1,100	1-MC3011	475	400
Roosevelt High*	2,000	1-LC3011	625	700
Stevenson Intermediate	1,400	1-LC3011	625	500
Washington Intermediate	1,400	1-LC3011	625	500
Aiea Intermediate	1,100	1-LC3011	625	600
Aiea High*	1,900	1-MC3011	475	500
Aliamanu Intermediate	1,500	1-LC3011	625	800
Leilehua High	2,400	1-LC3011 1-MC3011	1,100	700
Moanalua Intermediate	700	1-MC3011	475	400
Radford High*	2,700	1-LC3011	625	800
Wahiawa Intermediate	900	1-MC3011	475	600
Waialua High & Intermediate	1,000	1-MC3011	475	200
Wheeler Intermediate	300	1-MC3011	475	300
Campbell High*	1,400	1-MC3011	475	400

* Already has a 1-card system. Cost is for an additional file to accommodate a 2-card system.

SCHOOL	1969-70 ENROLLMENT	EQUIPMENT QTY. & MODEL	EQUIPMENT COST	RECURRING NO. OF NEW 2-CARD SETS REQUIRED
Ewa Beach Intermediate	1,000	1-MC3011	$ 475	600
Highlands Intermediate	1,600	1-LC3011	625	600
Nanakuli High	800	1-MC3011	475	300
Waianae High	1,700	1-LC3011	625	400
Waianae Intermediate	900	1-MC3011	475	500
Waipahu High	1,900	2-MC3011	950	700
Waipahu Intermediate	1,200	1-LC3011	625	500
Castle High*	2,100	1-LC3011	625	600
Kahuku High	900	1-MC3011	475	200
Kailua High	3,200	2-LC3011	1,250	1,200
Kailua Intermediate	2,000	1-LC3011 1-MC3011	1,100	700
Kalaheo Hillside Intermediate	1,000	1-MC3011	475	400
King Intermediate	1,300	1-LC3011	625	700
Hilo High*	2,200	1-LC3011	625	800
Hilo Intermediate	1,100	1-LC3011	625	400
Honokaa High	600	1-MC3011	475	100
Kalanianaole Intermediate	400	1-MC3011	475	200
Kau High & Intermediate	400	1-MC3011	475	100
Kohala High & Intermediate	500	1-MC3011	475	100
Konawaena High	1,100	1-LC3011	625	200
Laupahoehoe High & Intermediate	300	1-MC3011	475	100
Waiakea Intermediate	800	1-MC3011	475	300
Baldwin High	1,600	1-LC3011	625	400
Iao Intermediate	400	1-MC3011	475	200

* Already has a 1-card system. Cost is for an additional file to accommodate a 2-card system.

SCHOOL	1969-70 ENROLLMENT	EQUIPMENT QTY. & MODEL	EQUIPMENT COST	RECURRING NO. OF NEW 2-CARD SETS REQUIRED
Lahainaluna High	600	1-MC3011	$ 475	200
Lanai High	300	1-MC3011	475	100
Maui High	700	1-MC3011	475	200
Molokai High	400	1-MC3011	475	100
Kapaa High	1,000	1-MC3011	475	200
Kauai High	1,200	1-LC3011	625	200
Waimea High	900	1-MC3011	475	200
55 HIGH & INTERMEDIATE	72,100	25-LC3011 36-MC3011	$32,400	25,500

FILE NOMENCLATURE

Model MC3011 Control Center, M+4, for 1,200 2-card sets	$475
Model LC3011 Control Center, M+4, for 2,000 2-card sets	$625